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ABSTRACT

This manual is intended for use by secondary school and two-year college personnel engaged in placement work, career education, and guidance. It contains five sections, nineteen short appendixes, and fifteen brochures and reproducible items. Outlined in the first section are secondary and postsecondary job search and placement concepts and a diagramatic model for a school-based comprehensive placement system. The second section, devoted to system implementation, describes placement objectives; placement coordination selection; employment surveys; teaching staff, students, and employers; and a job search/vocational placement implementation schedule. Included in the third section on job search activities are discussions of employer prospects, referral policies, job applications, resumes, interviews, and labor laws. The fourth section on vocational placement contains information on vocational training resources, cooperative work experience programs, educating students for the world of work, developing good work habits and attitudes, placing disadvantaged and handicapped students, occupational information, and vocational testing. Covered in the final section are management concepts, objectives, follow-up studies, and statistical evaluation. Appendixes include sample resumes, job applications, follow-up forms, information on occupational clusters, coordinator logs, and evaluation sheets. (MN)

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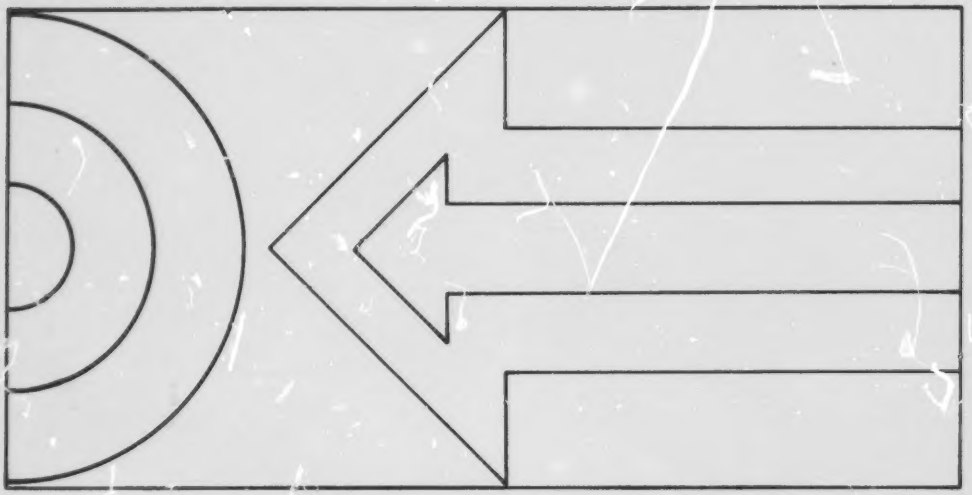

# HANDBOOK FOR JOB SEARCH / VOCATIONAL PLACEMENT

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W.A. Rumbaugh, Coordinator
Job Search/Vocational Placement
Project

This manual is dedicated to the Idea that the primary cultural ritual for inducting American youth into adulthood is a job and a pay check. The ultimate role of the educational system is to assist youth to become responsible adults.

PREFACE

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. It is for the experienced placement coordinator as well as for the newly appointed coordinator. It should also prove useful to counselors engaged in placement work on a part-time basis. Hopefully it will also be of value to administrators and members of school boards as they plan and develop placement services.

The primary focus of this project is to:

Establish an articulated job search/vocational placement program capable of being adopted and/or adapted for use by secondary schools and community colleges in Oregon.

Provide incentive and encouragement for secondary schools and community colleges to improve vocational education programs.

MANDATES FOR IMPROVING JOB SEARCH/VOCATIONAL PLACEMENT SYSTEMS IN HIGH SCHOOLS AND COMMUNITY COLLEGES

In 1978. a Joint Interim Task Force of eleven Representatives and Senators from the Oregon Legislative Assembly approved a final report listing a series of 24 recommendations or Career and Vocational Education to the 1979 legislative deliberations. Many of these recommendations touched on areas of job search and vocational placement needs in vocational education programming in the state. Specifically, two of these recommendations are presented here as directly related to the main thrust of this project. These two are: "The task force recommends the 1979 Legislature direct the Department of Education to encourage each community college, in cooperation with local secondary schools, to develop a plan for articulation of secondary and post-secondary vocational programs in their attendance area." (see page 13 of full report.)

"The task force recommends the 1979 Legislature direct the Department of Education and the Division of Employment to study and provide for placement services to students leaving secondary and community college vocational programs." (see page 37 of full report.) The 1979 Legislature acted on these recommendations by developing directives which have culminated in a joint effort between Mt. Hood Community College and the Sandy Union High School District to develop a model system for the state.

JOB SEARCH/VOCATIONAL PLACEMENT

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1. Job Applicant-employer referral and placement forms.
2. Job openings announcement form.
3. Oregon State Employment Service Job Placement brochure.
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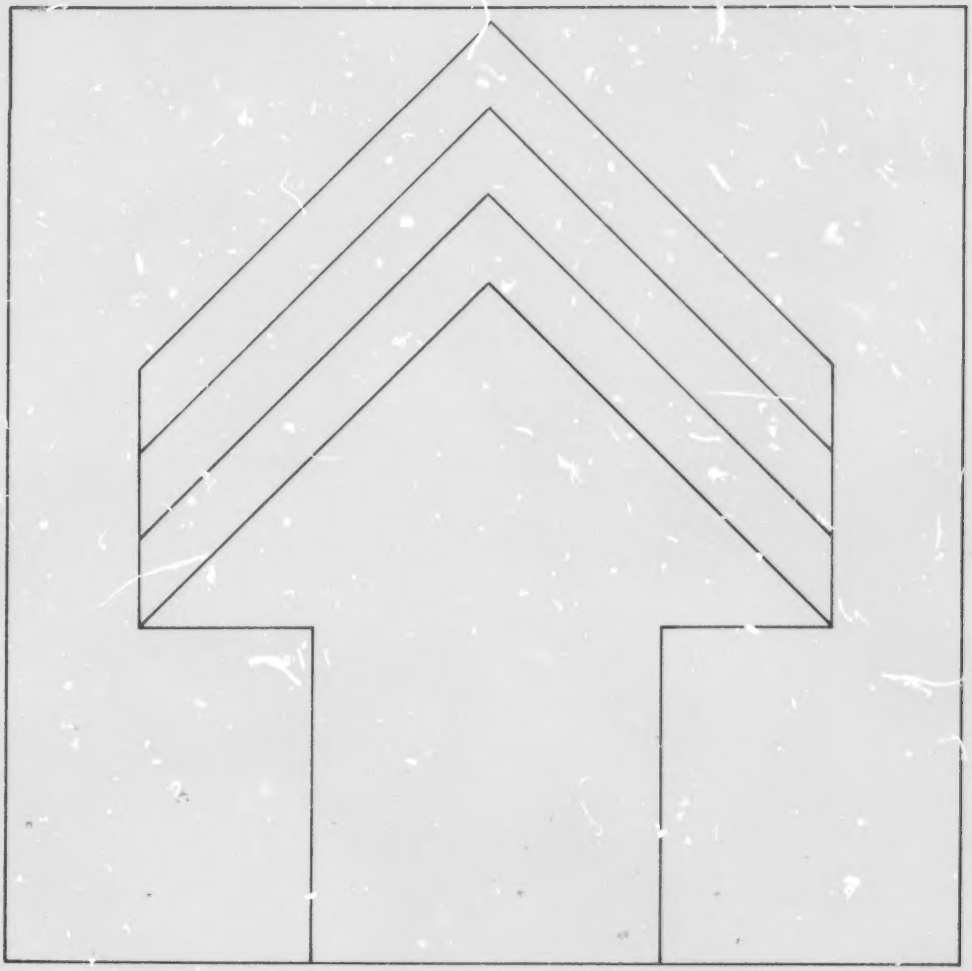

# JOB SEARCH / VOCATIONAL PLACEMENT CONCEPTS

It is the first of all problems for a man to find out what he is to do in the universe.

THOMAS CARLYLE

# Job Search/Vocational Placement Concepts


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# INTRODUCTION

The placement service has been considered one of the basic functions of a school guidance program since the early days of the guidance movement. However, the early emphasis on job placement as a basic function of a guidance program which originally was largely vocational in nature, soon gave way to a broader interpretation of placement. Placement services, to most counselors, meant activities involving the placement of students in a particular course, curriculum or academic track; placement in extra-curricular activities; and most important of all, placement in postsecondary education, which generally meant college. Educational placement became more important than job placement, which most frequently was considered a minor duty of a counselor, or the responsibility of a teacher handling vocational subjects. One of several final recommendations of the 1979 State Legislative Task Force on Career and Vocational Education was to -- "Direct the Department of Education and the Division of Employment to study and provide for placement services to students leaving secondary and community college vocational programs."

A simple referral of students to job openings or training programs fails to promote independence in vocational planning and placement. Since the student will encounter situations throughout life which suggest the need for changing career pathways, there is a need to develop job search/placement skills which help the student exert maximum control over the placements they obtain. To do so, the system should have both guidance and instructional components in existence which promote career independence. Many of the users of the job search/placement system will pursue both occupational education and job placement simultaneously The paths of other users may involve a progressive pattern which sees them complete formal education and then enter the world of work.

JOB SEARCH CONCEPTS

The Secondary School Career Development Center Concept

Many people believe that high school offers an excellent period for broad exploration of educational and vocational goals. It is essential that high school students start preparing for their future careers. It is desirable to have the student establish tentative career goals and other long-range goals. The process should begin with a ten day career orientation in the Freshman year of high school. The process continues with in-depth cluster exploration, with information through Community Career Consultants and terminates with placement when a student wants work or further education. It requires participation and coordination of counselors, teachers, students, and the career development center activities.

Goals For The Career Development Center

1. Each student will become a "career oriented" individual.
   a. This is an individual who plans, develops, and manages his/her career life.
   b. To develop a positive self-concept through career awareness and exploration activities.
2. The career development program will utilize a systematic approach to career planning and processes.
   a. To be based on decision making skills.
   b. To be a student centered, activity oriented process
   c. To teach the student how to use the Job search system both inside and outside the school.
   d. To develop and utulize a file folder on each student which will contain all of the information which the student uses to develop a self-awareness (tests and checklist) as well

as career exploratory activities which have been undertaken.

Postsecondary Students

Job Search concepts are obtained at the Community College level from one formal service called "Creative Job Search Class" which is required for most vocational students.

The main concepts of job search as provided through the formal class are:

1. How to get the job you want
2. Analysis of what you have to offer an employer
3. Resume' and letter construction
4. Preparation for a job interview, application procedures and follow-up activities to the actual application
5. Cooperative work experience, part-time and full-time employment opportunities are discussed

Some important concepts as related to job search are presented here as suggested ideas. Since community colleges have an advisory committee for each of their vocational programs, made up mainly of employers of graduates of their programs much of the Job Search information is obtained through this resource. Vocational Instructors who keep in constant contact with former students and cooperating employers usually are able to place their students with a high degree of success. Studies have shown that there is a direct correlation between the number of contacts that an instructor makes with local business and industry and the successful placement of their students.

The informal Job Search activities as related to the job placement office and the vocational instructors activities are discussed in the job search chapter. The success of job search activities is directly

related to the number, quality and frequency of the employer contacts that the placement coordinator is able to get the student to utilize in his/her job search. The effort that students exert in identifying firms they would like to work for and then following this up with effective job application procedures are an important asset in any Job Search System.

## JOB PLACEMENT CONCEPTS

Students tend to rely primarily on family members and friends in securing job placement.

There is considerable evidence that the job placement service will soon become a service expected from all public secondary schools. To reinforce this statement, the 1978-79 Joint Interim Task Force on career and vocational education mandated that high schools and community colleges provide for placement services. Additionally, a 1980 Senate Interim Task Force is holding hearings related to youth unemployment. The goal of their work is "to determine the total extent of the problem of unemployed youth in metropolitan and rural Oregon; to examine existing programs to make evaluations as to their direction and effectiveness in realistically training young people for entry into the job market, including youth with special problems whose needs require extraordinary preparation; and to consider legislation that would improve employment for youth."

Placement coordinators as well as other members of the counseling, teaching, and administrative staffs, board of education members, and the general public need to understand that the work of the placement coordinator goes far beyond placing students in part or full-time positions. A successful career development program for an individual involves eventual entry into the labor market, but this does not necessarily involve being passively placed in a position. The student should be able to choose the type of job in which they have an interest and a potential for success based on aptitudes and skills. Students should know how to locate a job and how to apply, and should possess both the cognitive and the social skills needed to succeed in the chosen field.

In the development of the necessary skills, the placement coordinator can play an important part.

We reject the idea that a successful job placement program involves nothing more than the matching of the interests and abilities of the student with the requirements of a particular position. The coordinator should be more concerned with what precedes this final matching that results in a job placement. Each student must be helped to become better able to understand and interpret interests, abilities, and motivation. The coordinator will help each student understand why employer requirements must be met, and will be an integral part of the counseling-teaching team helping in the Career Development of the student, a process leading toward vocational maturity and the ability to make career decisions. Both prior to and after placement, the coordinator will help the student toward success on the job. This will involve the development of job skills, but more importantly satisfactory work habits and attitudes. It will also involve some follow up after placement, with possible counseling for students who are not showing success in their job adjustment or who wish to change positions or enter a different field.

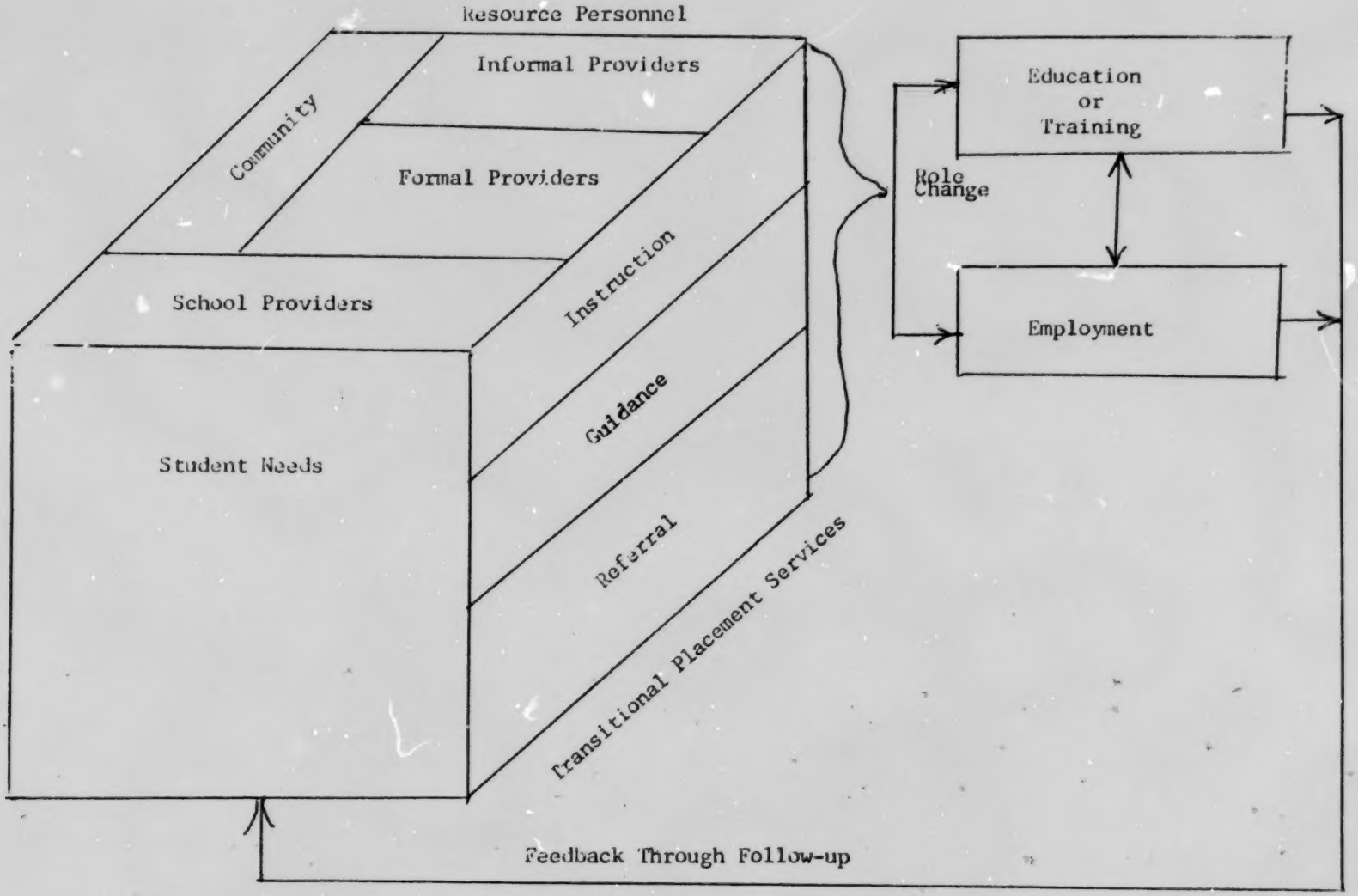
## VOCATIONAL CONCEPTS

Student needs are central in determining the mix of services in the job search/placement system. Many potential sources of assistance are available to students in vocational planning, preparation, and placement. Family members, friends, school counselors, and work experience coordinators all assist in securing educational placement for students.

Despite the variations in emphasis in particular educational settings, certain commonalities appear to be necessary for the success of any school/community college-based job search/vocational placement model. If an orderly transition is to be made from one educational or occupational setting to the next level of career preparation, procurement, or advancement, each student must receive the services necessary to:

1. Evolve a career identity as an integral part of the self-concept.
2. Determine and develop appropriate career planning strategies.
3. Possess the necessary preparations and experience for entry into or progression within occupational options.
4. Utilize alternative educational, occupational, or community resources for the implementation of career plans.
5. Critically re-evaluate and/or change career pathways.

MODEL FOR SCHOOL BASED COMPREHENSIVE PLACEMENT SYSTEM *

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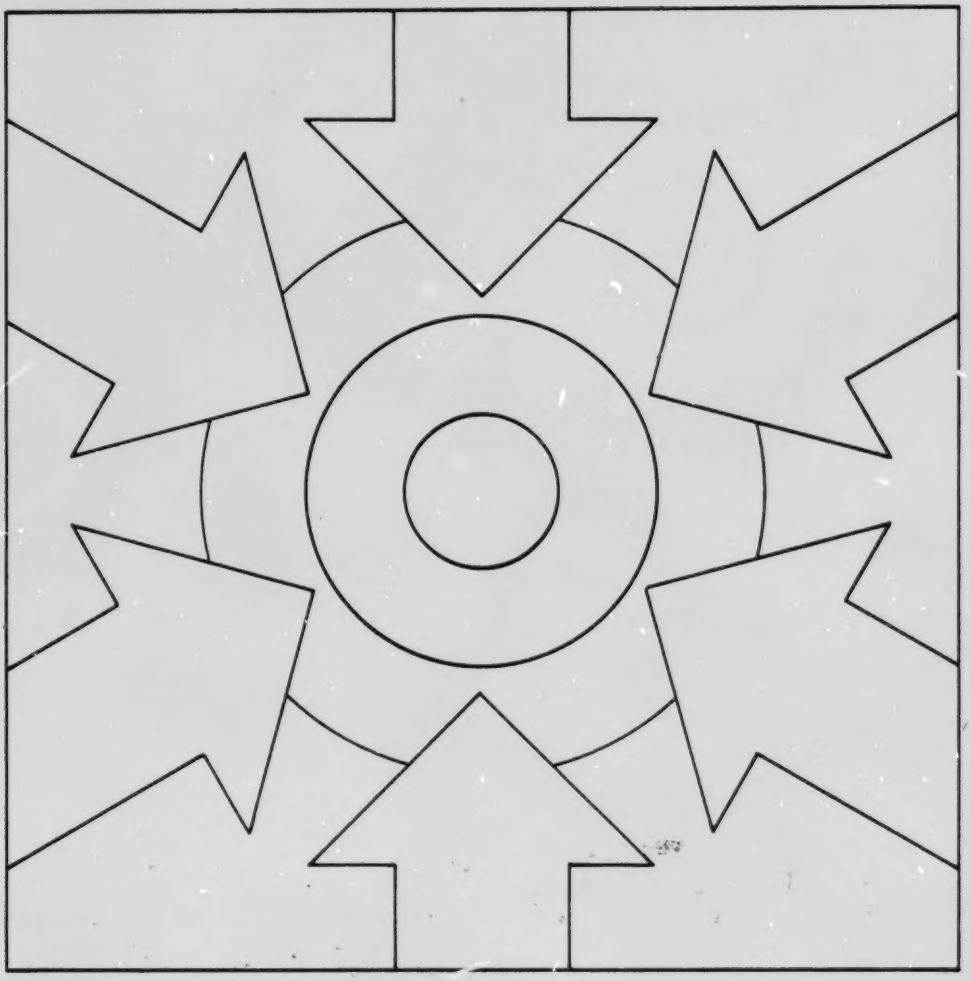

# IMPLEMENTING THE SYSTEM

The society which scorns excellence in plumbing because plumbing is a humble activity, and tolerates shoddiness in philosophy because philosophy is an exaulted activity, will have neither good plumbing nor good philosophy.

JOHN W GARDNER

# Implementing The System


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# IMPLEMENTING THE SYSTEM

The initiative for a comprehensive job search/vocational placement program can come from the community, the board of education, the school administration, or from a couselor, work coordinator, or staff member who sees the need for such a service. Once the program has been suggested a number of steps must be taken to make it operational. The order in which these tasks are approached will vary according to the situation.

## Developing Objectives

An early essential step is the development of the basic objectives of the program. The first statement of objectives may come from the person proposing the program. This statement will be further developed by a steering committee appointed by the administration to study the program. In most cases this committee in its earlier stages will be made up solely of school personnel. After the broad outline of the objectives has been developed, representatives from employers and unions should be involved.

General objectives for a job placement program:

1. To develop a placement program as a part of the total career education commitment of the school.
2. To develop facilities for both part and full-time placement for all students and former students.
3. To develop a high degree of cooperation with coordinators of work experience programs.
4. To develop close cooperation with the guidance staff in helping students make satisfactory career choices through self-awareness and the ability to use career information in making choices.

5. To work closely with the guidance staff and teachers in the development of student skills in the techniques and knowledge needed to obtain and hold a position.
6. To help develop in the non-goal oriented students the motivation necessary to become "Career Oriented".
7. To provide a means of evaluating the product of the school, that is, the students in terms of employment potential.
8. To provide in-put into curriculum development based on the evaluation of employment potential by employers and students.
9. To develop communication between the school and the business and industrial community.
10. To develop communication between the school and the unions.
11. To develop and maintain cooperation with the State Employment service, Vocational Rehabilitation and CETA.

Selection of the Placement Coordinator

Prior to the consideration of candidates for the position of placement coordinator, a list of desirable characteristics should be developed. At the present time there are no specialized certification requirements for this position, but the coordinator must hold a valid certificate. (See appendix for Job Description)

The placement coordinator should possess:

1. At least a bachelor's degree or the equivalent, with a vocational teaching certificate.
2. Graduate training in the guidance field, leading to counselor certification.
3. A minimum of three years satisfactory teaching, counseling, or personnel work.
4. A knowledge of career development concepts.

5. A broad background in the world of work.
6. Demonstrated initiative, ability in human relations, and basic management techniques.

Special consideration should be given to persons with teaching experience in the more career-oriented fields, such as industrial technology, business, and vocational education courses, and to experience as a work coordinator. Experience in business and industry involving hiring or placement of personnel. or in some related personnel activities would be desirable.

The position should be announced to current staff members, and applications from current employees should be carefully considered, with ample weight given to their potential knowledge of the local community. However, as in other teaching or administrative positions applications from outside the system should be secured, so that the best possible person can be hired.

Placement Activities Carried on by a Member of Regular Counseling Staff

In many schools the placement activities will be handled on a part-time basis by a regular counselor. Frequently the result of this approach is that the person assigned to the placement duties has neither the time nor the proper background for the work. The administration, in making such an assignment, must realize that to adequately operate a placement service, the counselor must be released form some previously assigned duties. Anyone doing placement work must be free to leave the school regularly to do job development and follow-up on students placed.

Pre-Job Orientation for the Placement Coordinator

If the new placement coordinator is entering the school system as an outsider, he/she should be given a special orientation to the school

and to the community. If he/she is new to the field of placement counseling, it would prove very helpful if arrangements could be made for him/her to work with or visit an experienced placement counselor for several days.

Office Space

The office for the placement coordinator should be easily accessible to the students who will be served. This means that normally the office should not be located in a seperate administrative building. If possible, the office should be located adjacent the the offices of other members of the student personnel team. If the coordinator serves more than one school, an office is needed in each school.

The office should be comfortably furnished. The coordinator should have an outside telephone line, but provision should be made for answering the phone through the school switchboard when the coordinator is out. Employers must be able to call in and reach the coordinator or be dealt with courteously and professionally.

A waiting room and secretarial service can be shared with the guidance staff or possibly with the work coordinator. If there is a waiting room, provision should be made for displaying career materials, especially those dealing with how to secure a position. Attractive bulletin boards and reading material can be educational to the students using the placement office.

Although not directly related to office facilities, the secretary serving the placement office should be specifically mentioned. Skill on the telephone, a friendly personality, and an understanding of the broad objectives of the program are essential characteristics to be considered in selecting a secretary.

Development of an Advisory Committee

While membership of any local advisory committee for the placement program would vary in make-up and size, the following guidelines are presented, based on experiences in successful programs:

1. Membership should include representatives from business and industry, including employers from both large and small firms.
2. Organized labor should be represented by one or more persons, chosen preferably from joint apprenticeship committees.
3. Representatives should be chosen from community members who have shown an interest in young people or who work directly with them in some capacity.
4. The school staff should be represented, with special attention given to the possibility of utilizing a work experience coordinator, a counselor, or a vocational-oriented teacher.
5. Consideration should also be given to the inclusion of one or more representatives from the student body.

The committee should be representative of various facets of the community: business and industry, labor, the community at large, the school staff, and the students. Too often in the past we have neglected to consider the ideas and feelings of the students with whom we work. Inclusion of students on the advisory committee will give them a choice in the development and direction of the program.

While the program is being established, the advisory committee should meet at least once a month, at the call of the placement coordinator. A definite agenda should be prepared for each meeting. Members must realize the importance of their input.

Some Functions of the Advisory Committee

The duties of the advisory committee will vary from school to school, but would probably include most of the following:

1. Helping with the development of the program philosophy.
2. Helping to develop and clarify the objectives.
3. Helping in organizing and utilizing the resources of school, community, and employers.
4. Helping to develop in-service training programs for counselors, teachers, community members, and employers in utilizing the placement program.
5. Helping to develop an evaluation and study of the effectiveness of the services provided.
6. Assisting in developing job opportunities.
7. Coordination with other school advisory committees in related career education areas, if such committees exist.

Survey of Employment Opportunities

A survey of employment opportunities must be made early in the operation of a placement program. Such a survey will acquaint the placement coordinator with the job potential in the area, and this information will then be communicated to the student body. A survey will also alert the potential employers that a placement program is available, and should encourage them to call the placement office if they need workers, and should also provide contacts that can be valuable in the future.

While primarily aimed at local employment opportunities, the survey should not be confined within too narrow boundaries. A preliminary survey of parent employment would indicate where people from the area work. Some of the major employers outside of the local area could be contacted.

There are several possible approaches to a job survey, depending on

the extent of the market to be studied. Probably the most useful method in terms of actual results would be a survey based on personal contacts made by the placement coordinator. If this is too time-consuming, the coordinator might secure the aid of other staff members, such as the work coordinators, regular counselors, or even members of the student body. If students are used in a survey, special care must be taken in providing sufficient instructions, so they will make a good impression on the employers.

Another approach would be to develop a mail questionnaire. The mailing could be organized through the placement office, or the services of the business education department could be utilized. In using a mail questionaire, the instrument should first be tried out on a small sample, then revised in the light of this experience. To secure a suitable response a follow-up will be necessary in many cases. This can be done first by a reminder letter, then by a telephone call or personal visit. A mail survey should be followed by personal contact.

In making a community survey, special attention should be given to those companies regularly hiring beginning workers. Information on job requirements should be collected.

Training potential should also be considered. Some companies offer on-the-job training of a fairly advanced nature, and information on such programs should be included. Other companies provide formal training either within their organization or through tuition-supported training in a school setting. Opportunities for apprenticeship programs jointly sponsored by unions and employers should be studied.

After the survey has been completed the information should be recorded in a permanent filing system for future use. This phase of

the survey is discussed in the Job Search Activity chapter.

Other Aspects of Community Survey

Comprehensive Employment training programs (CETA) of the Department of Labor and public and private vocational training programs should be carefully surveyed. Contact should also be made with such community and state agencies dealing with youth as the Oregon State Employment Service, the Vocational Rehabilitation Agency, the County probation department, drug counseling programs, Youth Commission, Community Action programs, Children's Services Division, YM and YWCA, Boy and Girl Scout organizations, neighborhood settlement houses, and any other organizations which might provide worthwhile contacts and support.

Reaching the Staff

The coordinator should work closely with all members of the staff. He/she should work closely with the guidance staff in sharing knowledge of the labor market and career information resources. He/she should be involved in developing in-service training for staff members involving the incorporation of a career education approach in the curriculum. He/she should also work with teachers on an individual basis, acquainting them with the objectives of the placement program, and helping them utilize career information in their class work.

Reaching the Students

In introducing the placement program to the student body, the placement coordinator should become as visible as possible through personal appearances in homerooms, classes, and assemblies. Public address system announcements and news articles in the school and local papers should be prepared to explain the service. Posters announcing the service could be prepared by students for bulletin boards in the school. Information from friends and relatives is the most used source.

Reaching the Employers

The preliminary survey of employment opportunities should have alerted prospective employers that plans were being made for a placement service. An official notification of the opening of the service should be made by personal letter to those companies indicating on the survey that they would be potential employers of new entries into the labor market or of part-time workers.

As many personal visits should be made as possible, both before and after the opening of the service. Arrangements should be made by the coordinator to speak to such local groups as service clubs, chambers of commerce, professional groups such as personnel directors, engineers, or accountants.

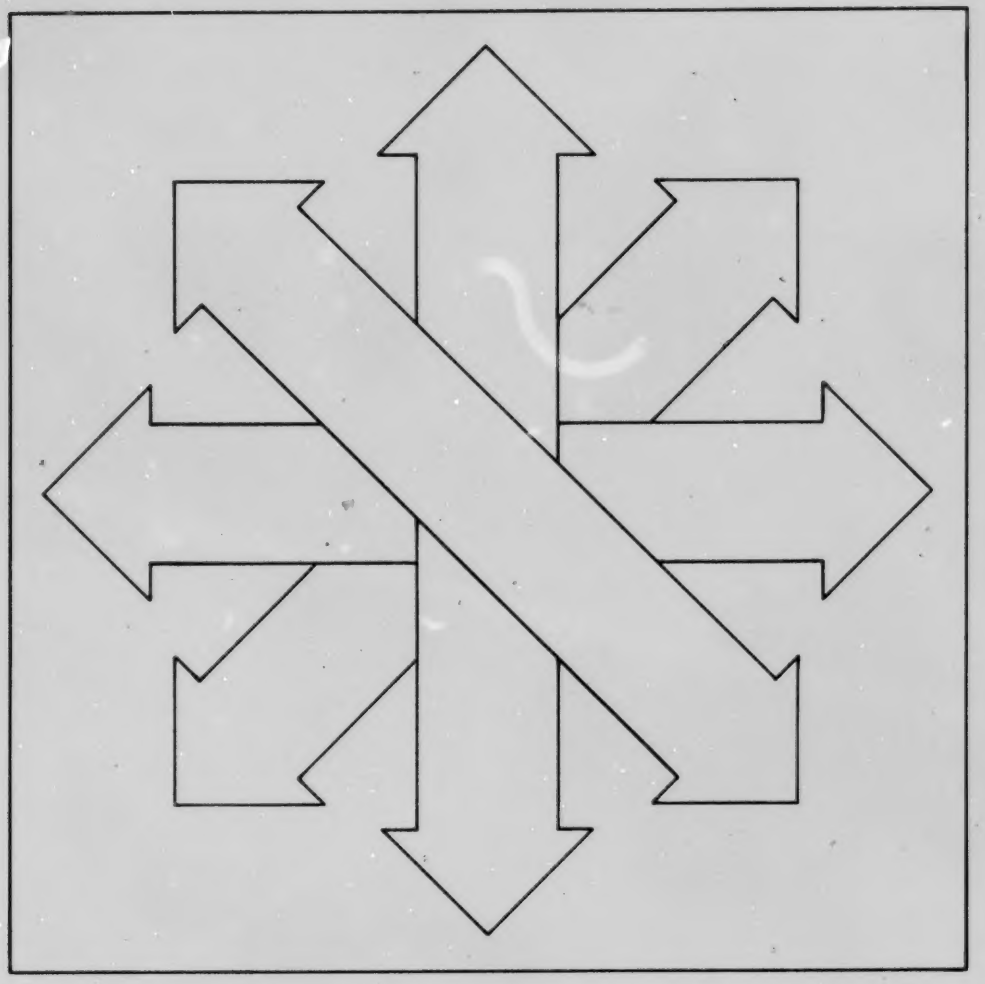
Newpaper publicity should be carefully prepared and submitted through channels to the local papers, with care being taken to meet the necessary deadlines, Prepared announcements should also be given to local radio stations, and to TV stations which carry local news. If any local stations carry talk shows, try to arrange for a guest appearance.

A Final Word on Starting a Program

Much of the success of any new program depends on the enthusiasm shown by the person directing the program. Placement coordinators beginning new programs should approach the task with a positive attitude, expecting the success of the program, and be willing to work hard to assure this success.

During periods of recession and high unemployment, placement work becomes difficult, but some full-time beginning workers and some part-time workers will continue to be hired. Placement coordinators must continue to work as enthusiastically as ever. During such periods, students need even more help than when jobs are plentiful.

Additional information on how to develop a job placement program and the proper scope of such a program will be given in the chapters which follow. From the beginning, placement coordinators should look upon their task as much more than simply placing students on jobs. One of the best techniques for obtaining support and conveying information is make an early contact with the students parents, relatives and friends. Phone calls to parents should provide information about the placement program and seek out their ideas. Phone calls relating to follow-up studies is another good way of explaining what the school is doing in placement.



# JOB SEARCH ACTIVITIES

We often discover what we will do, by finding out what we will not do: and probably he who never made a mistake, never made a discovery.

SAMUEL SMILES

# Job Search Activities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# JOB SEARCH ACTIVITIES

The chief responsibility of the placement coordinator is to aid students in securing part or full-time employment. The placement office serves as a clearinghouse for job orders and applicants. This does not mean that the coordinator "makes the placement." A better way to describe the coordinator's contribution is to say that he/she helps to bring employer and employee together; the coordinator provides some organization for the labor market. Some techniques for operating a successful job placement service will be presented in this section.

## The Applicant File

Every student seeking work through the placement office should be required to fill out a registration form. This form should involve the type of material requested on applications used by employers, plus information peculiar to the school situation. Since the completion of this form may be the student's first experience with an application blank, detailed instructions should be given as to how to complete the form, with special emphasis on neatness, completeness, and following directions.

See sample forms in Appendix, then develop the form that you feel will best suit the local situation.

Some counselors prefer 5x8 cards for ease in filing, while others prefer the additional information that can be placed on an 8-1/2 x 11 sheet.

A definite time limit should be established for holding applications in the active file. After placement or the elapsing of the time limit, the card should be placed in an inactive file. Renewal each school year is recommended. If a placement is made, this should be recorded on the applicant's card. Any follow-up calls involving the applicant's placement should also be recorded. If the card is withdrawn for other than

a placement, the reason should be indicated.

Employer Prospect File

The prospect file will include cards on all employers who might at some time use the placement service, or who might in some way aid the career education and guidance activities. In the latter case, a note should indicate possible ways the company could help.

The first source of entries in the prospect file will be the survey of business and industry, which should be completed either before or as soon as possible after the establishment of the placement office. Additions to this file will be made through personal visits. Other leads may come form members of the advisory committee, staff members, students, and from other sources. This should be an active file.

See Appendix for a suggested form.

The prospect file should be kept up to date through regular contacts. After a follow-up contact with a firm listed on a prospect card, one of the following steps should be taken:

1. Complete a job order, if the company is interested in hiring.
2. Update the card and return to prospect file if no specific job order is received, but further contacts are anticipated.
3. Place card in inactive file if it is apparent that the company will not utilize the placement service, nor be in a position to provide resources for the career program.

In contacting prospective employers, the coordinator should realize that he/she plays the role of goodwill ambassador from the school system. The coordinator is in a position to acquaint business and industry with what the schools have to offer and with some of the problems that the schools face. At the same time the coordinator should become acquainted with resources that might be available for use of the school. These would

include tangible items, such as equipment, material, professional magazines and other publications, as well as human resources, such as possible speakers for career days, or persons who will provide career information on an individual basis to interested students.

The coordinator should decide on the service area to be covered. This will normally be the school district plus additional areas which provide an economic base for the area served by the school. Care must be taken to avoid too much competition between schools for placement, but students should not be narrowly limited in their search for work by district boundaries.

Oregon State Employment Service Job Bank Openings

Micro fiche is available in the placement office for viewing on the reader--viewer. These openings are up dated daily and can be obtained to cover the entire state. An explanation of the of the coding system used in the micro fiche listings is to be found by the viewer. Persons who find a job that interests them should write the order number (this is the code number for the employer name) and the sequence number (the actual job opening number) down on the Job Bank referral request form. This form should be taken to the local office of the Employment Service. An employment counselor will explain the proper application procedures for that particular employer.

The Job File

The coordinator must develop a system of handling job orders. An order form which contains all the essential information and can easily be filed and referred to, is important to efficient operation.

See Appendix for sample forms.

A 5x8 card is recommended since this is large enough on which to record the necessary information and can be easily filed.

The coordinator will get some orders through personal contacts, either through field visits or by calling on the telephone. These should be immediately entered on the job order cards.

After the program has been established, most orders will probably come over the telephone. It is essential that the coordinator be easily reached by telephone. When the coordinator is out of the office, someone must be available to take messages. This person should be given instructions in completing the job order form, and also in general telephone manners.

Some orders will come through a third person. For example, an employer may call another staff member because of a personal friendship, or may ask a student employee to relay a job order to the coordinator. Students and staff should be asked to refer all job orders received to the placement coordinator. The coordinator should then contact the employer to verify the order and complete the order card.

Job orders should be kept in a file labeled "Job Orders-Active", and regular contacts should be made with the employer until some action has been taken, and the job filled or withdrawn. If the order is filled, the card should be placed in a file labeled "Job Orders-Completed." The coordinator should then make one or more follow-up contacts to make sure that the placement is satisfactory. If the job cannot be filled, or is filled through another source, the card should be placed in a file labeled "Job Orders-Cancelled," and the date of cancellation and reason indicated on the card.

Referral Policies

Like any business, the success of the placement program will depend primarily on the quality of your merchandise, i.e., the work of the students after they are hired. The best efforts of the placement coord-

inator, the finest public relations and publicity, the activities of the advisory council, will all have little effect on the acceptance of the placement service unless the students that were placed prove satisfactory.

However, this does not mean that the placement coordinator should refer only those students with top qualifications. The placement service must be available for all students, including those with below average qualifications, and the potential and actual drop-outs. A truly successful service cannot be attained by skimming off the cream for referral, and letting the rest find their own jobs.

Quality referrals must be secured in other ways. Students must be taught how to apply for work, they must be provided with necessary skills, and they must have the attitudes necessary for success on the job. This is a big educational order, in which the school has not been particularly successful in the past. The coordinator must take the lead on these areas, but he/she cannot do all that is required alone. He/she must act in cooperation with other staff members in providing the necessary career education and guidance.

Placement coordinators have developed packets of materials which they give to all students, or to those registering for work. Such a packet can be assembled from free materials available from the State Employment Service, large industries, and/or from materials prepared by the coordinator. Pamphlets included might deal with how to locate job leads, how to fill out an application blank, how to write a letter of application and resume, how to conduct a successful job interview, and hints on how to succeed on the job. Other topics covered might include information on Social Security coverage and how to secure a Social Security number, Unemployment Compensation, and how to get their

working permit.

See Appendix for example of these materials.

The placement coordinator's role is to select applicants who have the potential to fill the job order. Except in unusual circumstances, several referrals should be made for each position. This policy makes it clear to the student that the final responsibility for securing a position is his/hers. It also makes the coordinator less likely to be criticized for playing favorites.

Whenever a student is sent out to apply for a position, he/she should be given a referral card.

See Appendix for an example.

The card should contain the name of the person to be contacted, the company name, and directions for reaching the company. The card will also serve as an introduction to the employer, indicating that the bearer has been sent by the school placement office.

Field Work - Job Development

An important aspect of the work of the placement coordinator takes place outside of school. His/her schedule must be flexible enough to permit this. Although no specific time limits can be given, more coordinators a r e in agreement that approximately half of the coordinator's time should be spent in the field.

Field visits will provide job orders, and in some cases will encourage employers to utilize the service if they have not previously done so. The coordinator should plan field visits in cooperation with the work-experience coordinators in the schools. When talking with employers, placement coordinators should encourage them to participate in work-experience programs.

Field visits are essential for proper follow-up on placements.

Although some follow-up can be done by telephone, it is much better to visit the employer in person, so that a direct observation of the worker is possible. This also shows the employee that the school is still interested in his/her success, and the employer that the school in concerned with making satisfactory referrals.

Close cooperation with the State Employment Service is essential for efficient operation. The coordinator should also visit the offices of the Vocational Rehabilitation Service, and become familiar with what they offer to handicapped workers. Sheltered Workshop programs should also be visited, as some students may eventually be referred to these facilities.

Attendance at meetings of local service clubs, professional groups, and employer groups provide important contacts and job leads. From such contacts the coordinator can also gather valuable information on the labor market, what employers are looking for in applicants, basic economic information, and much other worthwhile material that can be used in working with students and other staff members.

A complete record of all field visits should be kept. See the Appendix for a sample of the coordinators daily log.

Finding a Position

Although the placement coordinator's first responsibility is making placements. He/she should make it clear to all applicants that most jobs are found through other sources. Most people find work through personal contacts, such as friends or relatives. A direct application, either personally or by mail, is the best way of locating a position. Telephone applications as the only method should be discouraged.

Want ads should be pointed out as another source of employment leads, and some instruction should be provided in how to utilize the

want ads, and to prepare "Situation Wanted" ads.

Students should be aware of the services offered by the State Employment Service. The placement coordinator should make a personal contact with the manager of the local office of this state agency, and should encourage students to become acquainted with the facilities. Students should also be made aware of the private agencies, making placements for a fee, collected either from the applicant or the employer.

Every placement coordinator should collect materials dealing with how to locate a position, and should develop materials particularly applicable to the local situation.

Applying for a Position - The Application Blank

Most employers require the completion of an application form before the applicant is interviewed. Some applications are quite simple, others complicated and lengthy. Students need training in filling out application forms before they begin their job search.

The placement coordinator should prepare a booklet (See Appendix) on techniques of getting a job, which would include a section on completing an application blank. Pamphlets on the subject prepared by various companies are also available. Some companies will provide sample application forms, or the coordinator can make up forms, using them to give the students practice in how to complete them properly. The placement coordinator knows through experience how important the application form is in providing the first impression to the employer. He/she knows that neatness, completeness, accuracy, and ability to follow directions are important. However, students must be taught these things. When possible, group methods should be used to save time, but individual instruction will also be important.

## The Letter of Application

Although many job applications do not require a letter, some situations will, and all students should be given training in this phase of the job application. The letter of application, perhaps in conjunction with a resume, and the application blank, become tools with which the employer selects candidates for further consideration. The letter must be considered a selling device, and constructed accordingly. It must meet acceptable standards of neatness, style, and grammar.

The english class seems the logical place for students to gain the needed skills in writing letters of application, but frequently this topic is not included in the English course. The placement coordinator, when possible, should work with the English department in developing such a unit. He/she should also have materials which can be used with students on a group or individual basis to teach this important skill. Most booklets dealing with how to get a job will include a section on letter writing and preparation of a resume.

See Appendix for sample letter.

## The Job Resume

The job resume is an important tool to be used in securing a position. It can be prepared in advanced to leave the prospective employer at the time an application is made, or it can be included with a letter of application. There are many different ideas as to the most satisfactory type of resume to use, some favoring the standardized, simplified approach - others a more creative, personalized effort. The type of job for which one is applying will have considerable bearing on the most suitable type of resume, as will the background of the person preparing the resume.

A standard resume should include the following sections:

Personal background:

Name, address, telephone number, Social Security number.

Educational background:

List briefly high school and post-secondary education, including dates.

Activities:

In school, in the community.

Work experience:

Include employer's name, company name, address, type of work done.

Include dates of employment, usually listing last job first.

Reason for leaving.

When one has limited work experience, include part-time employment and volunteer work.

References:

If you use references, get their permission first.

Include full name, title, address, telephone number.

Generally one does not include relatives as references.

Instruction in the preparation of resumes should be given to all students. Again, the English class seems the logical place for this, but the placement coordinator will frequently have to encourage English teachers to add this topic to their course outline. In many cases, if the coordinator does not provide instruction in preparing a resume, no one will.

See Appendix for a sample resume.

The Job Interview

Prior to hiring an individual, most employers will require an interview. Some interviews will be informal, handled by the employer or the person who will be the new employee's immediate supervisor. Some

will be more formal, conducted by a trained employment interviewer. In either case, the applicant should understand the purpose of the interview, and how to participate in a satisfactory interview.

The employer uses the interview as a means of securing the necessary information about the applicant to decide if the person will be satisfactory. Although there are other sources of information on which the applicant is judged, the interview will normally provide information on which the following decisions will be made:

1. Does the applicant have suitable knowledge and skills for the position?
2. Does the applicant have a suitable personality and appearance?
3. Does the applicant appear to be motivated? Does He/she really want this position?
4. What are the applicant's short and long-termed goals?
5. Waht is the applicant's potential for development beyond an entrance-level position?

The applicant should realize that the interview is generally the most important selection device. Successful employment interviewing requires training and practice. It involves skills that can be learned, and these skills will frequently be provided by the placement coordinator, on either an individual or a group basis.

Among the methods and tools used for providing instruction in interviewing are counseling, the lecture-discussion method, role playing, printed materials, films, film strips, and tape recordings. Some of these tools are available on the commercial market, others can be developed by the placement coordinator.

See Appendix for Pocket Check list for Job Interview.

Here are some suggested techniques for successful job interviewing with which the coordinator will want to familiarize students:

1. Prepare for the interview in advance.
   a. Know what type of work you want.
   b. Know your strengths and weaknesses.
   c. Have specific information on your background, such as dates and places of past employment, activities, and educational background.
   d. Know something about the company where you are applying.
2. Do not have anyone go with you for the interview.
3. Arrive a few minutes before your scheduled appointment.
4. Dress properly. Today employer standards are more liberal, but the applicant should realize that many employers have conservative standards and still prefer well-groomed hair, clothes that are not too flashy, minimum use of make-up, and above all clean and neat clothing.
5. Don't smoke or chew gum during the interview.
6. Approach the interview as an opportunity to sell yourself.
7. Use good English and speak distinctly.
8. Answer questions as completely as possible.
9. Volunteer information that you feel will help your chances of securing a position.
10. Ask questions about the job, but don't start with salary and vacations.
11. Don't criticize others, your school, your teachers, your past employers.
12. Recognize when the interview is over, thank the employer, and leave.

13. A follow-up note or telephone call after a few days will help to show the employer your interest.

In teaching students how to conduct a job interview, the coordinator will want to deal with some specific situations which might arise, such as the following; When the interviewer asks, "What kind of work do you want?" the applicant should never say, "I'll take anything," or "I'll try anything." An answer of this kind is usually interpreted to mean the applicant has no specific skills, or does not know his/her interests and abilities. If the employer asks what salary is expected, a safe answer is, "Whatever you usually pay for work of this kind," or "What is your usual beginning salary?" Naming a specific figure may price one out of the market, or put the demand below what the employer expected to pay.

Role playing provides the opportunity to cover many problems like these, which will be faced by the job applicant. Since the ability to handle an interview generally improves with practice, in addition to role playing, students should be advised to try their interviewing skills on a job which may be a second or third choice, saving the first preference until they have gained some experience in interviewing.

Labor Laws

The placement coordinator will need to be thoroughly familiar with the state and national labor laws affecting employment, and will want to help students understand the most important of these laws.

Child Labor Laws. Since most students will be covered by these laws, they should be familiar with the provisions. They should also be instructed in how to procure a work permit, which are required for workers under 18. It is desirable and convenient to have the applications

for work permits in the office of the placement coordinator.

Wage and Hour Laws. There are both state and federal laws governing minimum wages, and payment for overtime. Students should understand when the minimum rates apply, and under what conditions they are eligible for overtime.

Social Security. Students need a Social Security number before they begin looking for work. The coordinator's office should have available applications for a Social Security number. Students often need help in locating the necessary identification for sending with the application.

Unemployment Insurance. Most workers who are employed on a full-time basis will become eligible for unemployment compensation if laid off. The provisions of the law are quite complicated, and the rates vary, so coordinators will need to check the latest materials available.

Workmen's Compensation. All prospective employee should be aware of the type of protection they will have against accidents occuring on the job.

Miscellaneous Labor Laws. Various laws deal with working conditions, union membership, and other aspects of employment. The placement coordinator should provide information on any pertinent laws of this nature.

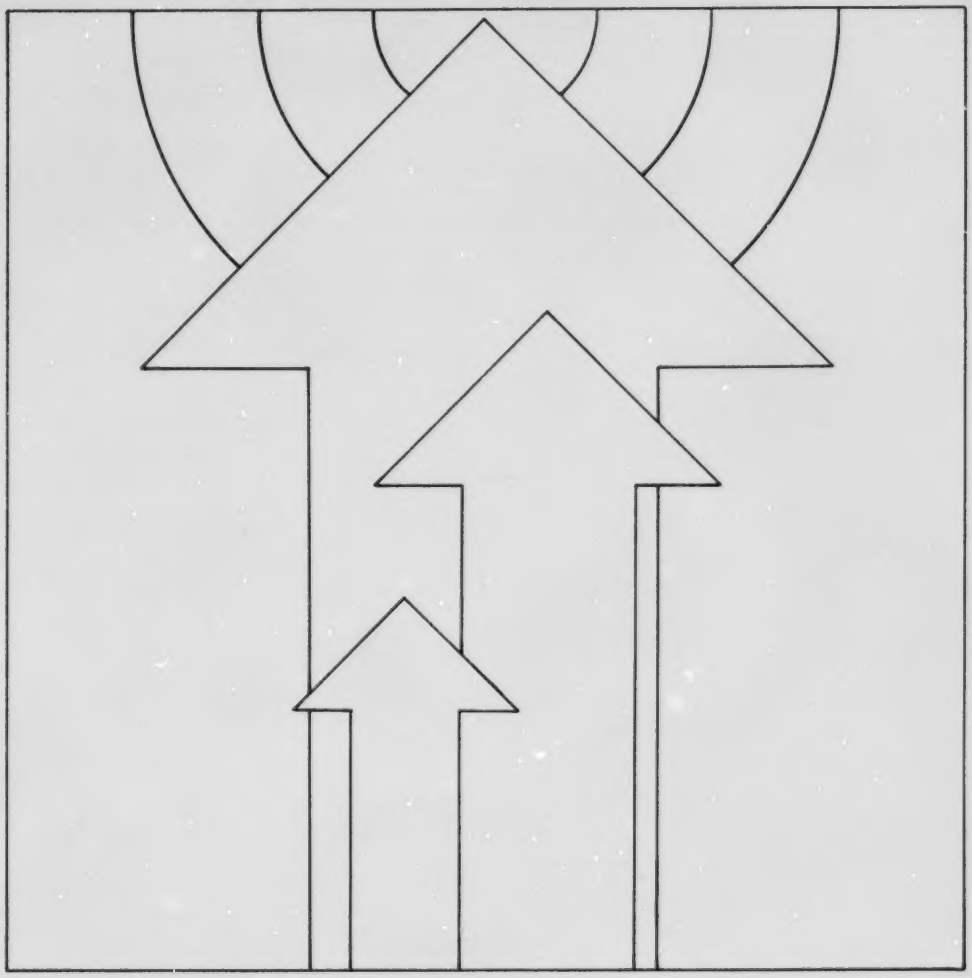
Materials dealing with labor laws should be available in the coordinator's office. Some pamphlets on laws of major importance might be included in the Job Applicant's Packet, described above.

## Summary

In this chapter we have tried to cover the Job Search activities of the placement coordinator. The first responsibility is to facilitate

the placement of students, drop-outs, and graduates in both part-time and full-time positions. This activity will involve working directly with students and employers.

In addition to placement duties, the coordinator should be closely related to the entire program of career education and guidance. He/she should be involved both directly and indirectly through others with helping students in career planning. The background and experience of the coordinator should add reality to career counseling. In the role of career counselor, the coordinator must be familiar with the techniques of counseling, the theories of career development, and such tools as testing and informational services. He/she must understand the realities of the labor market and the economic system.



# VOCATIONAL PLACEMENT

Take care to get what you like or you will be forced to like what you get.

BERNARD SHAW

# Vocational Placement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## DEVELOPING A DIALOGUE BETWEEN HIGH SCHOOL AND COMMUNITY COLLEGE VOCATIONAL INSTRUCTORS

Nothing serves the vocational placement of students better than a close working relationship between vocational instructors at all levels of the educational process. This working relationship, while often instituted as a result of some formal meeting, eventually becomes most effective when it develops to the point of frequent, informal communication between personnel on all levels. Items such as Advisory Committee information, (minutes, etc.) apprenticeship openings, new developments in facilities, equipment and techniques, new ideas from business and industry, job opening information, Cooperative Work - experience opportunities, advanced placement of students, and other specialized programs. The initiative for this dialogue should come from the high school placement coordinator.

Articulation of program activities which were developed as a result of this project consisted of several formal meetings between Vocational Instructors from Mt. Hood Community College and Sandy High School. The objectives of these meetings were:

(1) To get a better understanding of the High School and College programs, and facilities as well as develop a dialogue and placement of students in the Postsecondary program, including apprenticeship programs.

(2) To develop a coordinated system of contacting Governmental Agencies, Businesses, Industries, and Agriculture regarding potential job placement opportunities for High School and Community College students.

As a result of these In-service Activities, a list of prospective employers was developed with a separate list compiled of employers

having cooperated with the schools on the placing of work experience students. Needless to say, getting on a first name basis of hiring personnel for these companies is a prime requisite for an effective Job Placement program. The involvement of program instructors in this activity broadens the base of operation for a schools placement program so as to increase its effectiveness many-fold. It is recommended that this part of the placement program be continually nurtured by the placement coordinator. Considering the fact that there is always a turnover of instructors from year to year, courses and programs being either discontinued or developed, it is important that a formalized meeting should be held yearly, preferably in the fall. The exchange of ideas that occurs in itself is worth the effort. The eventual effect on placement opportunities for students is bound to be beneficial. Program improvement at both levels is a high probability, particularly when reinforced by follow-up studies of former students.

Vocational Training Resources

The placement coordinator must have an extensive knowledge of the vocational programs available, both in high school and at the post-secondary level. He/she should work closely with the vocational education staff and the teachers of the vocational programs in his/her own High school and the programs at the Community College. If certain programs are not available in his/her own school, the placement coordinator should be aware of opportunities for enrolling High School students in the Community College, or in other schools in the area offering vocational programs.

Through personal contact and visits, the coordinator should be familiar with the offerings of the many colleges, private trade and vocational schools in the area, apprenticeship and local adult and

CETA training programs. He/she should also be as familiar as possible with technical and vocational schools in other parts of the country that might be of interest to students. And finally, in terms of formal school opportunities, the coordinator should have knowledge of four-year colleges, their offerings and their requirements.

Another area of potential training is that offered by the military service. Placement coordinators should get acquainted with recruiters from the various branches to gain as clear a picture as possible of the many types of training offered.

The Cooperative Work Experience Programs

Work experience programs have long been recognized as excellent ways for students to gain information about careers through first hand experience. Placement coordinators should work closely with coordinators of the work programs, and should be aware of new developments and approaches.

Educating the Students for the World of Work

Much of our secondary education has been notoriously weak in preparing students for the world of work. Career education with its goal of providing all students with salable skills for the job market is spreading rapidly. However, educating students in self-undertanding, in how to make career decisions, in how to locate sources of employment, in how to apply for a position, and in developing attitudes and habits that will lead to career success -- all of these important aspects of career education are generally curricular orphans. That is, no subject area, except possibly the business department or some other vocationally oriented departments, will take the responsibility for providing an education in these areas.

The placement coordinator, because of his/her special skills, should take the lead in making sure that this kind of career material is made available to all students. This will involve curriculum changes, the development of new units for established courses, and the development of new courses. It will involve group guidance approaches through such activities as special interest groups, career clubs, or organized guidance units offered by the placement coordinator or other qualified staff. This type of material will also be presented individually through counseling contacts.

Development of Good Work Habits and Attitudes

Surveys have regularly shown that people most frequently lose their jobs because of poor work habits and attitudes, rather than because they lacked the specific skills for the work. Placement coordinators should join with counselors and teachers in providing the needed education in this area. Some of this can be done through special units in regular classes. In some situations group guidance sessions can be scheduled. The increased use of career education concepts in class should provide more opportunities for offering units in this area. Small group counseling provides another valuable approach. Although time-consuming, the coordinator will also want to deal with the proper development of attitudes and work habits in individual counseling sessions.

Vocational Placement

In addition to job placement activities, the coordinator should be closely related to all phases of career guidance and career education. He/she must be an integral part of the education team engaged in preparing students for their life work, helping students to understand themselves and the job market so that they can make their own career dec-

isions, and finally providing the specific skills and assistance needed to secure full-time work.

The placement coordinator, to function adequately needs a strong background in using these tools and techniques associated with career development guidance:

1. Individual counseling.
2. Group guidance and group counseling.
3. Sources and used of career information.
4. Understanding of and ability to interpret vocational tests and interest inventories.
5. Career development theory.
6. Techniques of curriculum planning and development.
7. Vocational training resources, both public and private.
8. Sources of employment and how to locate.
9. Personnel policies and employer needs.
10. Labor Laws, both state and federal.

In addition to these specific areas of information and techniques, the coordinator need both a practical and a theoretical knowledge and background of experience in economics, sociology, and psychology. This may sound like a big order, and it is. Few, if any, placement or vocational counselors have all the knowledge and skills needed to work in this very complicated field of human relations.

Every placement coordinator comes to this position with a different background of experience, and everyone must continue to learn and expand his or her knowledge and skills. This can be done in a variety of ways: through contacts with employers; attendance at professional meetings, including state meetings of placement coordinators, and meetings of other professional groups, such as the Oregon Personnel

and Guidance Association; through membership in professional organizations such as the American Vocational Association, American Personnel and Guidance Association and the National Vocational Guidance Association, a division of APGA, the NJPGA and its state divisions, and local or regional guidance groups: through continued professional reading, individual study, and through professional level courses, such as those offered in a counselor education program.

Both from the standpoint of what the placement coordinator can bring to the students and from the standpoint of one's own professional opportunity and advancement, the placement coordinator should work toward certification in the student personnel services field. If this is not a suitable goal in some situations, the coordinator should at least secure an adequate background by taking selected courses in the field, particularly those dealing with counseling techniques and career guidance. Procuring the necessary background, then keeping up with new developments in this dynamic field, demands a lifetime of effort and learning. If a placement coordinator is not willing to make this investment, he/she is in the wrong field.

# DEVELOPING COMMUNITY RESOURCES FOR PLACING DISADVANTAGED AND HANDICAPPED STUDENTS

In most communities, the school systems work amid a variety of other agencies, facilities, and organizations which also provide service to Disadvantaged and Handicapped. The effectiveness of the school placement program is increased substantially by making use of these organizations.

Staff who work directly with Disadvantaged and Handicapped students should make personal visits to key community agencies to learn about their service, eligibility requirements, and referral policies. Whenever possible, it is helpful to form a personal contact with a staff person at the other agency so that referrals can be discussed and evaluated mutually. The Placement Coordinator should be a vital link in this chain. Wherever possible, initial contact with other agencies should be made in person. The following list of possible agencies to contact is provided:

1. State Vocational Rehabilitation Agencies have a wide latitude in directly providing or purchasing services for handicapped persons. They send clients to schools and training programs, and write on-the-job training contacts with private employers. They can provide tools, work clothing, or equipment needed for jobs. In addition, they offer a range of restorative and rehabilitation services including physical examinations, psychiatric tests, evaluations, virtually any kind of medical treatment (including corrective surgery), prosthetic devices (e.t. eyeglasses, artificial limbs, hearing aids, etc.), along with transportation and other supportative service.

   Broadly speaking the Vocational Rehabilitation Agency provides a battery of services to the non-job ready in helping

them prepare for placement. A substantial part of their placement is obtained by referring clients to the Employment Service. Severely handicapped applicants in non competitive environments such as sheltered workshops are usually placed by the Vocational Rehabilitation Agency themselves.

2. Oregon State Employment Service provides many services which will help the school placement coordinator. In the case of Mt. Hood Community College, an Oregon State Employment Service Specialist is actually located on the College Campus. This situation leads to a more effective coordination of all kinds of placement services available through the Employment Service and/or its cooperating agencies such as CETA, Vocational Rehabilitation, Welfare, Social Security, and Civil Service (State).

The Employment Service provides daily job bank openings microfiche to the schools for job placement information. This service is obtained by furnishing the Portland Metro area office with self addressed envelopes for their mailing. The utilization of this service provides students with a "handy" way to check daily the job bank openings as well as review the type of job open during certain times of the year for a better understanding of job requirements, comparative wages and cycles in hiring related to the economy or seasons.

These bits of information will be invaluable for students when they commence their job search but also later on in life as they begin a new job search. The Employment Services also is a site for the administration of the General Aptitude Test Battery and Interest Tests.

3. The United States Civil Service Commission maintains a coordinator for selective placement at its federal office building in Portland. This individual is responsible for promoting and carrying out placement of handicapped workers in the Civil Service. A service called the "700-Hour Program", provides work for applicants who need only to qualify to perform tasks of a specific job, not a class of positions. There must be evidence that the handicap greatly reduces the applicants opportunity for permanent competitive employment.
4. The Comprehensive Employment and Training Act (CETA) provides at least 6 different job training and employability services to both Disadvantaged and Handicapped. Several Prime sponsors are located in Oregon who administer the program funds. Institutional classroom training programs are available at centers or facilities funded through CETA. In some communities, there are additional vocational training opportunities offered through school districts, community colleges, opportunity industrialization centers, and other public and private organizations.
5. Many specialized organizations provide services to the Handicapped such as; Associations for the blind, Mental retardation organizations, Service clubs, and certain Advocacy groups. These groups are valuable assets when the placement coordinator is presented with a very special placement situation.

Occupational Information

The placement coordinator must be familiar with the labor market, both locally and nationally. He/she must know where to get occupational information, how to evaluate it, and how to use it with clients.

Generally when one thinks of occupational information, printed material comes to mind. While this is an important source. other resources must also be considered. Films, film strips, tapes, both audio and visual, are available in large numbers and varied quality. Much information can be gained from individuals working in a particular field. People like to talk about their jobs, so it is possible to use them as a source of information, realizing that information from such sources will generally be more subjective than objective.

The first printed resource that the placement coordinator should be familiar with is the OCCUPATIONAL OUTLOOK HANDBOOK, published bi-annually by the U.S. Department of Labor. This provides the most up-to-date and accurate information on job requirements, plus the best information available on current and future opportunities. Every placement coordinator who expects to do more than just refer students to available jobs, should have a copy of this publication available.

Another important government publication is the DICTIONARY OF OCCUPATIONAL TITLES. First published in 1939 as a tool for the federal-state employment service, the current edition was published in 1977. The current edition contains many separate occupational definitions and job titles. Major occupational groups are indicated by the first of the six digit code number, with the second and third numbers indicating sub-divisions based on type of activity, service, or product. The final three code numbers show the level of complexity of the work function in terms of working with data, people, and things. The best way to become familiar with the value of the DOT, as it is commonly known, is to use it.

Placement coordinators should be familiar with the sources of published occupational material. There are several commercial pub-

lishers who specialize in career materials.

Many large companies publish a variety of materials useful in this field. Material dealing with specific occupations should generally not be kept on file for more than five years after the date of publication.

It is generally desirable for the placement coordinator to work with the guidance department and the library in maintaining one adequate, up-to-date occupational information file. Where duplicate copies are available, they can be kept in the placement office. If there is a Career Center, materials can be displayed there in the most advantageous way.

The coordinator should be familiar with films, film strips, dealing with finding a job, applying for work. and succeeding on a job. Materials of this type should be procured and used in cooperation with other members of the guidance staff. The Regional Career Education Coordinator in the Educational Service District should be able to help in making available materials of this kind.

Individuals working in a particular occupation can often provide valuable information about the field. However, information from such sources must be evaluated in terms of its subjectivity. Placement coordinators should actively cultivate people in the community who can be referred to such a person, or arrangements can be made for the student to spend a day or a week working with the person in order to learn about the occupation.

Computer/Data Retrieval System

The use of computer systems to provide career information is growing, and placement coordinators and others associated with career guidance should become acquainted with the values and limitations. If

such a service is available in the coordinator's system, he/she should make use of it in dealing with students and should be able to help the students use the sysyem. If a computer service is not available, the coordinator should become familiar with the CIS Needlesort System in order to be in a position to make recommendations for possible adoption.

To summarize this section, placement coordinators, if they are to be more than placement clerks responsible only for job referral, must be familiar with the wide range of occupational materials available, and they must utilize this information and acquaint students with it. Since the coordinator will often have a better background in this field than many of the regular counselors, he/she should help them become more skillful. Placement coordinators should take at least one graduate course involving the use of occupational information.

Vocational Testing

The placement coordinator needs to understand the field of vocational testing so that he/she can help students better understand themselves through the interpretation of test scores, and so that he/she can help students understand the use made of tests by employers. All placement coordinators should have at least one course in testing as part of their professional training.

Vocational tests can be placed into four categories: academic or general aptitude tests, which include IQ and College Board Tests; tests to measure specific aptitudes, such as the General Aptitude Test Battery achievment tests, which measure knowledge of skills necessary for a particular field; and interest inventories, such as the California Occupational Preference Systems,(COPS), Strong-Cambell Vocational Interest Inventory, and the Ohio Vocational Interest Survey(OVIS).

Testing is based on several assumptions. First, the test should be a carefully selected sample of whatever is being measured, which if repeated will give similar results. This is known as test reliability. Second, whatever is being measured is assumed to be related to success in a particular endeavor. This is called validity. Validity is especially difficult to establish. While a test score may have some relationship to success in a particular field, many other factors may also be involved.

Interest Inventories are often helpful in encouraging students to begin thinking about various career choices, but care should be taken that students clearly understand that they are only indications, that interests are not directly related to aptitudes, and that interests change with new experiences and maturity.

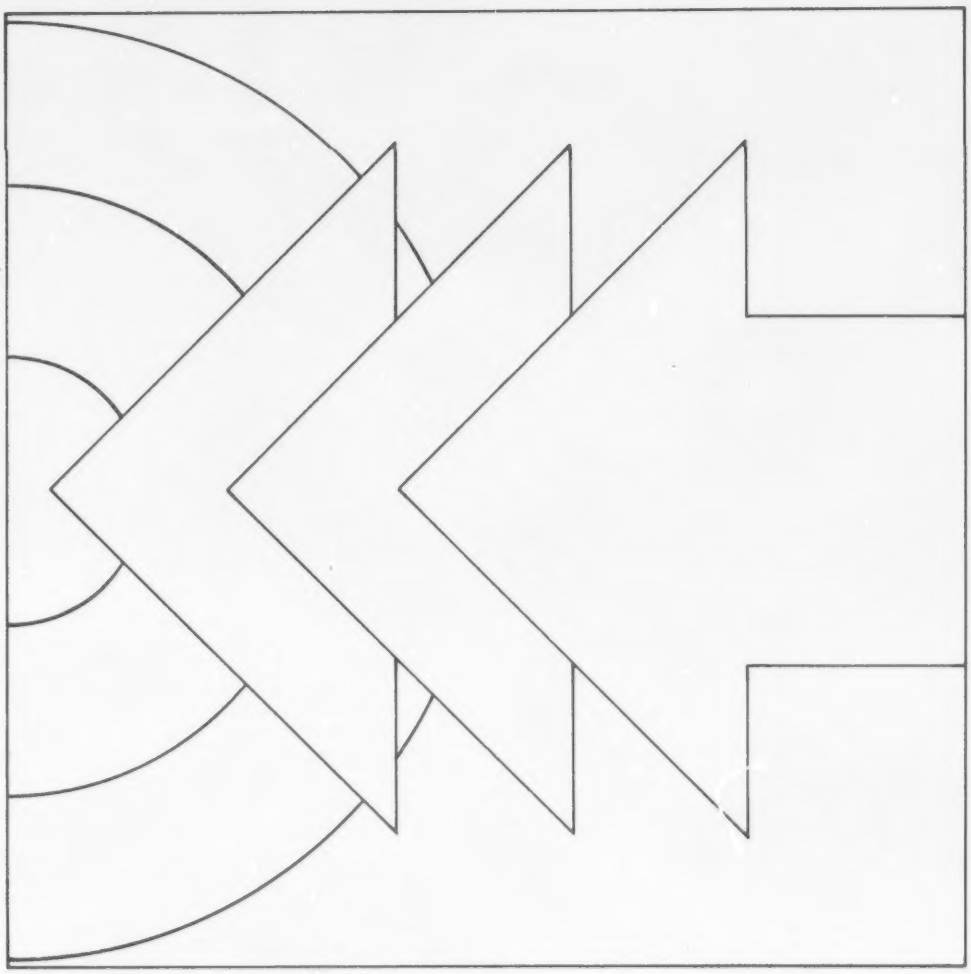
An adequately constructed test, with good reliability and some validity, can indicate strengths and weaknesses in general areas, particularly if academic skills are involved, and in measuring certain specific skills or knowledge needed for a particular job, but tests should not be overrated. Students should be helped to understand that a high test score does not guarantee success, nor does a low score indicate certain failure. They should be helped to interpret test scores so that they can make better vocational decisions, and they should understand that many employers, colleges, and the military service make considerable use of tests for selection purposes.

As part of their preparation for entering the employment market, and as a tool for making vocational decisions, students should become familiar with tests by taking a variety of them in school, by having the scores carefully and correctly interpreted by the counseling staff,

and by gaining and understanding of the use made of tests for selection purposes. In all of these endeavors the placement coordinator plays a part.

A final word to all those faced with the task of explaining the use of tests and interpreting the test scores: remember that while test scores may provide some helpful information to be used in vocational decisions, improperly understood and interpreted they can become limiting factors.

Use tests as tools for promoting self-understanding and realistic decision making, but use them with caution and make your interpretations with humility.



# MANAGING THE SYSTEM

They fail, and they alone, who have not striven.

THOMAS ALDRICH

# Managing The System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Nor can one adequately measure the results of such long-term planning. Will students who have been exposed to the various counseling activities show any benefits? Will they choose careers more wisely? Who is to judge a wise choice of a career? Will they show a greater measure of success in their chosen careers? Who is to judge what success means to an individual? How long a period must elapse before one tries to make a judgement on career success?

Did individuals who had an opportunity to gain skills in applying for work, either through individual or group approaches, show a better employment record? Were they unemployed for shorter periods of time, and if so, was their instruction in how to find a position and succeed in that position a factor?

Despite these difficulties, a program should not be proposed without following the systems approach, at least to some extent. First, the general and specific objectives which the program is designed to a attain should be listed. Second, the activities which will lead to th e objectives must be planned and put into operation. Third, the results must be evaluated as clearly as possible, comparing these results with the objectives.

The objectives for a placement program should be developed by the placement coordinator working with the administrative staff and the advisory coucil. The chapter on Implementing the System includes a general set of objectives. We are now ready to propose a more specific list. These should be modified and expanded as necessary to meet the needs of the specific school situation. Objectives should be continually modified to meet changing conditions and new information. The degree of realization of these objectives should be continually

evaluated through statistical means; feedback from students, employers, parents, school staff; observation by placement counselor and advisory committee.

A List of Suggested Specific Objectives

General Organization, Planning, and Operation:

1. The placement counselor will have sufficient time to accomplish the objectives of the program.
2. The placement counselor will have sufficient background and training to successfully carry out the program.
3. The placement program will involve an advisory committee representing students, school staff, and the community.
4. A community survey will be made to point out opportunities for placement, both full and part-time, and to provide knowledge of employer needs in terms of skills and attitudes of employees.
5. The placement coordinator will make a survey of student needs and continually monitor student feedback.
6. The placement coordinator will have an adequate office and sufficient clerical help.
7. The program will be adequately publicized in both the school and the community.
8. Services of the placement office will be available to all students at the secondary level.
9. The placement coordinator will cooperate with other counselors and school staff, including work experience coordinators.
10. The placement coordinator will cooperate with other community agencies, such as the State Employment Service and the Vocational Agency.

Specific Objectives for Placement Activities:

1. Assistance will be available for all present students, graduates, and drop-outs seeking full or part-time employment.
2. All students, graduates, and drop-outs will be aware of the service and eligible to register.
3. All employer orders will be filled, or reasons provided for the failure to fill them.
4. Adequate records will be kept as a source of evaluation and future aid in developing the program.

Career Education and Guidance Objectives -- To be Accomplished In Cooperation with other Staff Members:

1. All students, both college and non-college bound, will be given the opportunity to gain the necessary knowledge and techniques for seeking work. This information will also be available to graduates and drop-outs.
2. All students will be helped through both individual and group contacts to develop the necessary skills and attitudes for successful employment. This help will also be available to graduates and drop-outs.
3. All students will be given assistance in career planning and in understanding the factors that will affect their choice of and success in a career. This help will also be available to graduates and drop-outs.
4. All students, graduates, and drop-outs will be provided with information regarding opportunities for post-secondary education.

Statistical Evaluation

Some of the above objectives can be evaluated statistically, although no standards of achievement have been established. The placement coordinator should keep an activity log, so that his/her use of time can be evaluated. However, a preconceived standard of how the time should be used could prove detrimental to creative work.

The number of students registering for help in placement and the number placed in comparison with the total size of the student body and size of each class should be used as one means of evaluation.

The number of orders received and the number of jobs filled provide another important set of statistics. Placement coordinators often like to refer to wages earned by students placed on jobs as a guide to the value of the program. This may have some meaning, but often is misleading and economically unsound.

The number of contacts the placement coordinator has with students involving more than simply taking a registration for job placement should provide some measure of activity. Both group and individual contacts should be considered.

Participation of the coordinator in school-wide activities involving career education and career guidance should be evaluated. This might include such activities as organizing and teaching, on an individual or team basis, a class in occupational information: organizing a special unit on how to apply for a job; or developing a series of field trips to local businesses and industries.

The specific situation, as well as general conditions, must be considered when using statistics to evaluate a program. For example, a smaller percentage of students will likely be placed in permanent

positions if the percentage of graduates attending college is high. Or the number of placements made in a period of recession such as has hit Oregon as this manual is being prepared, will be less than in periods of economic growth. Yet the most valuable work of a placement coordinator may take place in a period when work is hard to get. Students may be more open to suggestions about good work habits, proper attitude, and the need for specific skills, even though the number of placements actually made may be very low.

Follow - Up Studies

The demand for accountability in education has promoted the idea of taking a look at how our graduates and early leavers have benefited from their high school programs. An effective follow - up study is much broader than a statistical placement report and fundamentally involves contacting former students to gain input for program planning and an assessment of the placement services offered. Perceptions of past training, success in subsequent employment (over at least a three year period) and further education are examples of information pertinent to the improvement of programming. The use of former students as career consultants to provide individual and group guidance activities at both the community college and high school level has proven to be very effective. Goals for the follow-up study should be:

1. Assess the adequacy of secondary vocational education programs in preparing individuals for employment and/or continuing education.
2. Determine the extent to which current activities are related to the secondary vocational education program.

3. Determine the degree of satisfaction with employment or education during the past three years.
4. Evaluate high school services from an experienced perspective.
5. Obtain employment profiles of secondary vocational education graduates and early leavers over a three-year period.
6. Determine ways to use the data that has been gathered for planning and upgrading programs.

Each group usually has its own ideas about what information should be collected. Groups such as advisory council, administration, guidance personnel, instructional staff and students should be solicited as to their input at an early stage in developing the follow-up instrument and procedures.

By using the school records, the parents phone number can be attained so that a call can be made to update the former students current address, phone number, and name change (if married). This current information will be difficult to obtain in about 25 percent of the cases. After exhausting the telephone contact system of obtaining a current address, a list of those former students that cannot be located should be shared with staff members and students as to where they might be located and as to whom to contact to find out the current address. In some cases, the information about the former student can actually be acquired in its basic form from relatives or friends. Naturally, the questions regarding the evaluation of former programs and services will not be used with persons other than former students. Students can be employed in the summer to assist in the follow-up survey work. (See the appendix for a sample phone survey procedure and a mail-out survey).

Ideally, follow-up studies should be undertaken in a six month period following graduation, 3 years later and at a more extended period of time. The results at these different periods will enable the school to obtain a better view of the overall effect of short-term and long term needs of students.

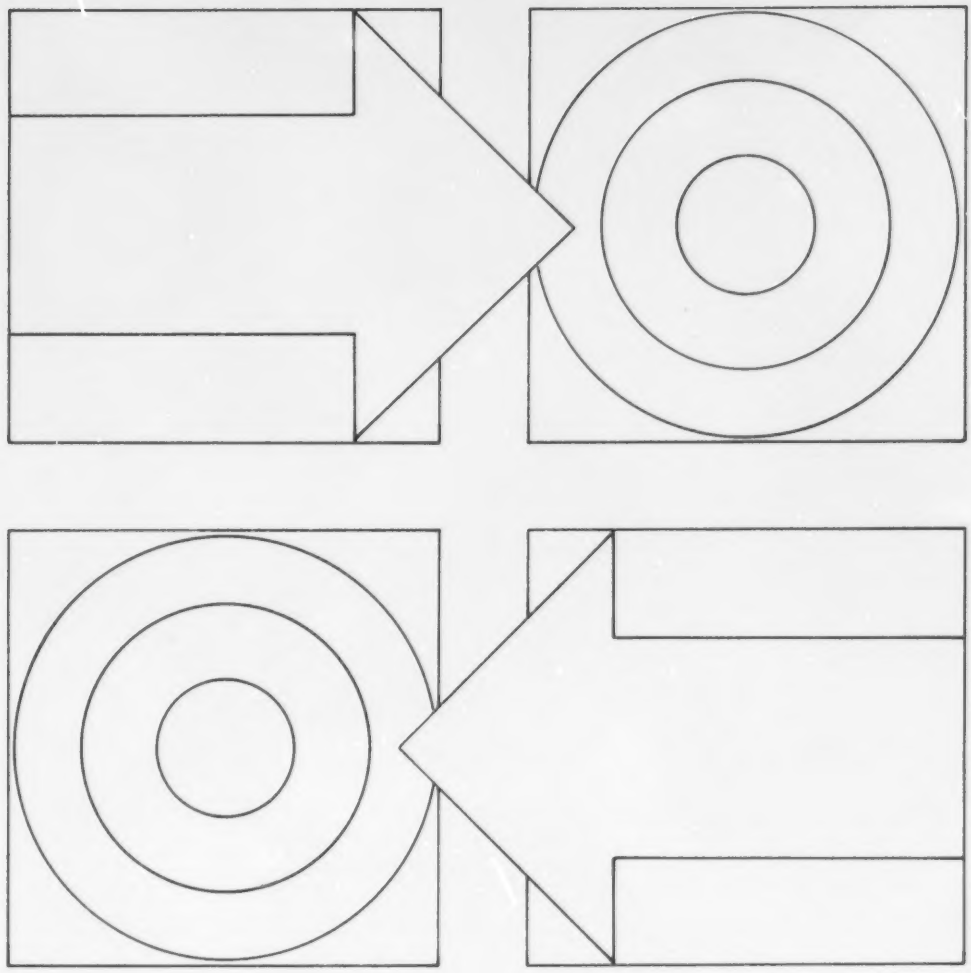
Job Search and Vocational Placement

After the student follow-up is completed, an employer follow-up should be instituted so as to gain an understanding as to whether students are being prepared to make a successful entry into the world of work. Additional information related to the promotion and training provided the employee will also be helpful in counseling students presently in school. The improvement of existing vocational education programs is the ultimate goal of this effort (See appendix for a sample employer follow-up form).

Summary

The placement service as source of evaluation for at least the career education component of the curriculum is to be considered.

Accountablility should be a goal, not a god controlling all educational activities. Educators should realize that all worthwhile activities and the outcomes of these activities do not lend themselves to evaluation and accountability. Establish your program objectives carefully, plan and carry out your activities to the best of your ability, evaluate the results as completely and carefully as possible. Do not let the absence of adequate evaluation and complete accountability destroy your enthusiasm and creativity, nor the school and community support which the placement program must have.



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STUDENT INFORMATION

CAREER DEVELOPMENT CENTER ACTIVITIES

Student Name _____ Grade _____ Phone No. _____
(last) (first)

Address _____ Age _____
street city state zip

Tentative Career Goal _____

Career areas of interest already investigated:

1. _____ 3. _____

2. _____ 4. _____

Did you complete the General Aptitude Test Battery (GATB)? Yes No

Individual Career Interest Inventory completed? Yes No

Letter written for more information about a particular career? Yes No

If yes, in what career area? _____

Where did you write? _____

Do you have a part-time job? Yes No

If yes, Where? _____
Business Name Address

Doing What? _____

If no, would you like a part-time job? Yes No

Doing What? _____

Have you completed the following Job Search Activities? (circle one)

Oregon State Employment Service Micro fiche? Yes No

Developed your own resume? Yes No

Studied interview procedures? Yes No

Completed a sample job application? Yes No

Wrote a letter of application for a job listed in the newspaper? Yes No

How can the Career Development Center be of assistance to you?

_____

# RESUME

Donald L. Foster
1060 Elm Street
Sandy, Oregon 97055
Telephone: 668-8011

## OBJECTIVE

To qualify as a Computer Programmer in the Data Processing Field.

## EDUCATION

| | |
|---|---|
| High School: | Sandy Union High School |
| Degree: | High School Diploma, pending graduation |
| Major: | Business course-accounting-computer programming |
| Grade Average: | B+ (Upper 15% of graduating class) |

## SCHOOL ACTIVITIES

Member of Varsity baseball team for three years. Regular shortstop during Junior and Senior years.

President of Junior Achievement Club during Junior year. Formed the Allied Products Company, which manufactured and sold tie racks.

Student Body Treasurer during Senior year. Prepared purchase requisitions and kept records of receipts and disbursements of student body funds.

## WORK EXPERIENCE

Newspaper route for one year. Delivered 120 papers a day. Made collections monthly.

Clerk-Typist in an insurance office for two summers. Typed insurance forms and letters, sorted company mail, and did other general clerical work.

## REFERENCES

Mr. Charles Wheelock, Business teacher; Sandy Union High School, 17100 Bluff Rd., Sandy, Oregon 97055

Mr. Loyd Bartholome, Computer Instructor; Sandy Union High School, 17100 Bluff Rd., Sandy, Oregon 97055

Mr. Edward Nelson, Office Manager; Western States Insurance Company; 1200 Pioneer Boulevard, Sandy, Oregon 97055

YOU ON PAPER

## THE RESUME -- HOW TO DO IT

The resume (pronounded rez-u-may) is one way to apply for a job. A resume is a personal data sheet in a special form. It is "you on paper." The resume is different from an application in that it is prepared by you in advance. You may hand deliver it, send it by mail with a covering letter, or submit it along with your application.

### THE PURPOSE OF A RESUME

A resume serves several purposes. It gives you time to consider exactly what your strong points are and makes filling out an application form relatively simple since you already have the pertinent information. In addition, a resume gives you a better opportunity to state your case with confidence when you are being interviewed. It should be concise.

### A RESUME SHOULD INCLUDE

| | |
|---|---|
| IDENTIFYING DATA | Name, Address, Phone number. |
| EMPLOYMENT OBJECTIVE | Type of job sought. Be specific. |
| EDUCATION | Schools attended, type of curriculum, and courses taken relating to this job, grade average (if it will be a benefit). |
| EMPLOYMENT | Former employers, dates of employment, job duties. |
| ACTIVITIES | Extra curricular activities, honors. |
| SPECIAL SKILLS | Typing, Shorthand, machine skills, etc. |
| HOBBIES | Hobbies, special interests. |
| PERSONAL DATA | Age, birth date, military status, marital status, social security number, weight, height, health status. |
| COMMENTS | Any statement that will help describe what kind of a person you are or worker traits you have. |
| REFERENCES | List all references (3-4) by name, firm, title, address, phone number or give an address or/and phone number where your references can be obtained. |

A SAMPLE COVERING LETTER

1500 SE Pleasant Drive
Sandy, Oregon 97055
(503) 668-8011
January 20, 1980

Mr. Harry Hermit
Hermit Corporation
18205 NW Tenth Street
Happy Valley, Oregon 97000

Dear Mr. Hermit:

This letter is in answer to your advertisement for a computer programmer which appeared in the Sandy Post. I would like to make my career in this field and I believe the position you offer would give me an excellent beginning.

I was graduated from Sandy Union High School in June, 1980, where I majored in computer programming and Business. My grade average is B+ and I was tested at 55 w.p.m. in typing and can efficiently operate a ten key adder. I am also familiar with the Cobalt Computer Language.

Between June 1978 and September 1979, I was employed by the Western State Insurance Company in a clerical capacity. I did some typing and filing.

I would very much appreciate a personal interview and will come to your office at a convenient time for you. I may be reached at the above address or telephone number.

Very truly yours,

Donald L. Foster

# CHECK LIST FOR JOB INTERVIEWS

## PREPARATION

- ☐ Learn something about the company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in pocket resume.
- ☐ Review, in your mind, your qualifications for the job.
- ☐ Be prepared to answer broad questions about yourself.

## APPEARANCE

- ☐ Well Groomed.
- ☐ Suitably dressed.
- ☐ Make-up in good taste.

## TEST

- ☐ Listen to instructions.
- ☐ Read each question through.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

## INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammer and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

## PREPARE YOURSELF FOR JOB INTERVIEWS

The interview is probably the most important single step to a job. Here are some suggested ways you can prepare yourself.

### YOU SHOULD BE ON TIME

Once you have been granted an interview, you should be ready to put the things you have learned into practice. First impressions are not always correct but very often we are judged by them. Allow yourself plenty of time -- promptness is a must. A late arrival might suggest to the interviewer that you would also be late to the job.

### YOU SHOULD LOOK RIGHT

If you are a girl, you will be suitably dressed to apply for almost any job if you wear a clean blouse and skirt.

If you are a boy, you will be suitably dressed to apply for almost any job if you wear clean clothes, and are dressed appropiately for the job.

Whether you are a boy or girl, there are a number of basic grooming rules which you should consider as you start looking for a job. Good grooming also includes making certain that:

You are bathed.
Your teeth are brushed and clean.
You have no odor of stale tobacco or highly-seasoned foods.

### YOU SHOULD HAVE YOUR FACTS

Have all factual information about yourself ready. See the RESUME page for facts you will need.

Learn as much as you can beforehand about the firm to which you will apply. Know why you want to work for this company. Learn about the jobs available and the product or service offered. Find out what you can about the employer's personal preferences.

### YOU SHOULD ACT RIGHT

Answer all questions clearly. If you look and act right, you chances of acquiring a position will be improved.

Whenever possible, apply for a specific job. There is nothing more discouraging to an employer than to have an applicant undecided.

Thank the interviewer when you leave his desk or office.

## QUESTIONS FREQUENTLY ASKED

## DURING THE EMPLOYMENT INTERVIEW

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy most?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work for our company?
6. What jobs have you held? How were they obtained and why did you leave them?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. How did you spend your vacations while in school?
10. What do you know about our company?
11. What extracurricular offices have you held?
12. How interested are you in sports?
13. How did you rank in your graduating class in high school?
14. Why do you think you would like this particular type of job?
15. What is your father's occupation?
16. Are you looking for a permanent or temporary job?
17. Do you prefer working with others or by yourself?
18. Can you take instruction without feeling upset?
19. How did previous employers treat you?
20. What have you learned from some of the jobs you have held?

Taken from "How to Find a Job and Keep It".

This is an actual employers evaluation form. It is typical of those which most interview complete immediately following every interview. How do you think you would be rated in each category?

---

1. FIRST IMPRESSION- As the interviewee impresses you, so is he/she likely to impress others. A persons first impression can set the pattern for future effectiveness.
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

2. PHYSICAL APPEARANCE- Was he/she neat and well-groomed? Was he/she dressed in good taste? Keep in mind that he/she is trying to impress you favorably and is putting his/her best foot forward.
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

3. VOICE AND SPEECH- Was his/her voice clear and easy to understand? Did you notice annoying speech or voice habits?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

4. EDUCATIONAL BACKGROUND- Is his/her educational level acceptable? What was his/her college average? Is he/she too well educated for the job?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

5. POISE AND SELF CONFIDENCE- Was he/she at ease during the interview? Did he/she seem to have a sound estimation of his/her abilities?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

6. AMBITION- What are his/her future goals? Are they realistic ones? Does he/she seem motivated for the job and eager to succeed?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

7. INTELLIGENCE- Does he/she seem to grasp things easily? Is he/she a good listener? Does he/she ask thoughtful and intelligent questions?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

8. KNOWLEDGE OF OUR COMPANY- Did he/she know anything about the Company before the interview? Did he/she check with anyone about the Company? Did he/she ask good questions about the Company? Did he/she have a good concept of the job itself?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

9. OVERALL IMPRESSION- Is he/she the kind of person you would like to have work with you? What is your overall objective evaluation of him/her? Did he/she "sell" you?
   OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

10. MATURITY- Does he/she impress you as a person whose overall personality is suitable for the job? Does he/she seem sufficiently mature in appearance and manner to deal effectively with the job?
    OUTSTANDING ( ) GOOD ( ) ADEQUATE ( ) POOR ( )

---

SCORING

Every "Outstanding" checked = 3 points
Every "Good" checked = 2 points
Every "Adequate"checked = 1 point
Every "poor" checked = 0 points

25-30 - Excellent Applicant
20-24 - Very Good Applicant
15-19 - Average Applicant
10-14 - Marginal Applicant
Below 10 - Poor Applicant

## Occupational Clustering Systems: A Few Examples

| Standard Industrial Classifications's Occupational Clusters | U.S. Office of Education Occupational Clusters |
|---|---|
| Agriculture, Forestry and Fishing | Agri-business and Natural Resources |
| Mining | Business and Office |
| Construction | Communication and Media |
| Manufacturing | Construction |
| Transportation, Communications, Electric, Gas and Sanitary Services | Consumer and Homemaking Education |
| Wholesale Trade | Environment |
| Retail Trade | Fine Arts and Humanities |
| Fincace, Insurance and Real Estate | Health |
| Services | Hospitality and Recreation |
| Public Administration | Manufacturing and Distribution |
| Nonclassifiable Establishments | Marine Service |
| | Marketing and Distribution |
| | Personal Services |
| | Public Services |
| | Transportation |

| Oregon Occupational Clusters | Dictionary of Occupational Title Occupational Clusters |
|---|---|
| Accounting and Bookkeeping | Professional, Technical and Managerial Occupations |
| Agriculture | Clerical and Sales Occupations |
| Clerical Occupations | Service Occupations |
| Construction | Farming, Fishing, Forestry and Related Occupations |
| Electricity-Electronics | Processing Occupations |
| Food Services | Machines Trades Occupations |
| Forest Products | Benchwork Occupations |
| Health Occupations | Structural Work Occupations |
| Industrial Mechanics | Benchwork Occupations |
| Marketing | Structural Work Occupations |
| Metals | Miscellaneous Occupations |
| Service Occupations | |
| Steno-Secretarial | |
| Child Care | |
| Graphics | |
| Drafting | |
| Institutional & Home Management | |
| Clothing | |

U.S. Dept of Labor Career Interest Areas

| | |
|---|---|
| Artistic | Selling |
| Scientific | Accommodating |
| Plants and Animals | Humanitarian |
| Protective | Leading-Influencing |
| Mechanical | Physical Performing |
| Industrial | Business Detail |

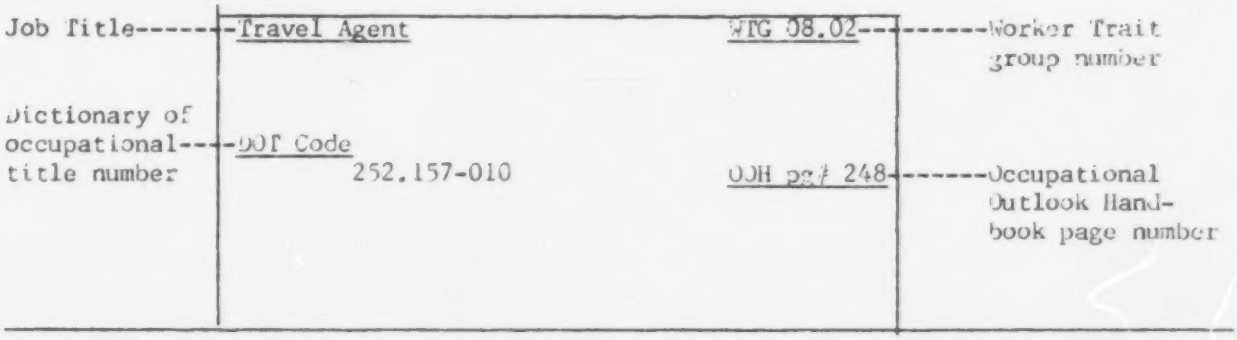
SOURCES OF CAREER INFORMATION AND JOB PLACEMENT

IN THE

CAREER DEVELOPMENT CENTER

SANDY UNION HIGH SCHOOL

FIND THE JOB TITLE IN THE CARD INDEX: It will give the Worker Trait Group Number in the upper right hand corner as well as the Dictionary of Occupational Title Number. (DOT) on the left side under the job title. The Occupational Outlook Hand Book (OOH) page number may also be indicated on the card. (See The Example Below).




Career Research Procedures:

1. Worker Trait Group (WTG) number can be used to locate material in either the
   (a) Career file boxes on the shelves
   (b) the two drawer Grey Metal file which has occupational briefs on all of the occupations listed in the index.

2. Dictionary of Occupational Title number (DOT) can be used for research in 20,000 different occupations. This (DOT) book is in the bookcase and has an orange cover.

3. Occupational Outlook Handbook (OOH) page number (yellow cover) will assist your research regarding a Career of your interest. If the number is not on the index card, the (OOH) title index begins on page 300.

4. Career Information System (CIS) Needlesort Kits are available which will permit you to complete a career interest test as well as do research regarding careers that interest you. These kits can be demonstrated by the Career Center Aide.

5. Career information slides and filmstrips can be viewed by an individual or group using either the Automatic Slide Projector filmstrip machine. At present the following careers are available:

   Slides/Tapes:
   Office Machine Repair Occupations
   Machine Shop Occupations
   Auto Mechanics "
   Nursing "
   Dental Assisting "

Sources of Career Information and Job Placement (cont.)

Filmstrip/Tapes:

| | | | |
|---|---|---|---|
| Fine Arts and Humanities Occupations | | Busines s & Office Occupations | |
| Transportation | " | Communication and Media Occupations | |
| Construction | " | Manufacturing | " |
| Hospitality and Recreation | " | Personal Service | " |
| Public Service | " | Enviornmental | " |
| Agriculture-Business and | | Marketing and Distribution | " |
| Natural Resources | " | Consumer and Homemaking | " |
| U.S. Army Occupations | | Marine Science | " |
| Health Service | " | | |

6. Other material for Career research

(a) Career World Magazines
(b) Real World Newspapers
(c) over 100 books which cover many of the occupational groups
(d) Career file boxes which are cat loged in the following Industrial Areas.

Transportation Industries
Agriculture and Forestry
Business and Industry
Electronic Industry
Overseas Industries
Military Careers
Food Industries
Health Occupations
Science and Engineering Kits

Job Opportunity and Placement Services:

1. OregonState Employment Service Job openings. Micro fiche is available in the Center for viewing on the reader--viewer. These openings are up dated twice weekly and cover the entire Portland metropolitan area. An explanation of the coding system is to be found by the viewer. Persons who find a job they are interested should write the order number (this is the code number for the employer name) and the sequence number (the actual job openning number) down on the Job Bank referral request form. This form should be taken to the Gresham office of the Employment Service, located on Cleveland Street just one-half block suth off of Powell Boulevard. An employment counselor will explain the proper application procedures for that Particular employer.

2. State of Oregon employment opportunities announcements are kept in a loose-leaf notebook by the Microfiche Viewer.

3. Local Job openings referral System is available through the Career Center. A Job applicants card should be obtained from the Career Center Aide, filled out and returned as soon as possible. Your job interest will be matched against the current job openings we have on file. In addition, we will contact you regarding any openings which do occur.

Career Seminars:

The Career Development Center arranges several Career Seminars for students interested in any one of over 100 different occupations or industries. A listing of the e Career Areas in available in the Center.

A Coordinated

Career Education Infusion Plan

for 1979-80 with English, Science, & Social Studies Classes

9th Grade:

1. Career orientation classes, two periods Science classes -- Career Development System
2. Assessment (GATB, & Interest Inventories) 5 periods, Science classes
3. Career Exploration -- 5 periods, English classes
4. Self-direction career research -- writing assignment, 5 periods English classes
5. Developing a 4-year career plan, 2 periods -- Science classes
6. Learning By Doing -- Basic education needs in careers -- 10 periods, English classes

10th Grade:

1. Career Exploration -- Research assignment, Careers related to science occupations, Biology classes
2. Learn By Doing, Development of Resume' and job application form -- 3 periods, Typing classes

11th Grade:

1. Learn by doing:
   a. Job interview practice -- Social Studies classes, 5 periods
   b. Writing a business letter and letter of application -- Social Studies, 5 periods
   c. On-the-job experiences -- visit to job site for interview with person in a career of interest -- Social Studies classes, 3 periods

12th Grade:

1. Up date resumes' and job application skills -- Social Studies classes, 3 periods
2. Up date career plan and develop a postsecondary work and education plan -- Social Studies, 2 periods
3. Discuss and make application for financial aid for postsecondary educational plan -- Social Studies, 3 periods

# THE COG SHOP

Available 8:00 A.M. to 5:00 P.M.

Rm. 2161

GUIDANCE TOOLS

Cognitive Style Mapping - provides an appraisal of your learning styles.

Kuder Preference Record - appraises areas of interest and helps define vocational preferences: Audio/visual materials available.

Quest (Computer Terminal or Needlesort) - zooms in on career fields; helps you see the impact of your preferrences on your career choices.

CAREER RESOURCES

CIS (Career Information Service) - employment opportunities, fields of study, school information,descriptions.

D.O.T.(Dictionary of Occupational Titles) Dictionary, Handbook, and File - information and descriptions of 20,000 defferent occupations.

Army, Navy, Air Force, and Air National Guard - career information; including audio/visual materials.

Federal Career Directory - information about careers in the Federal Government.

Career Program Pamphlets - various career programs at MHCC in pamphlet form.

Career Bibliography - on hand publications, such as; resume information, the Army Occupational Handbook, American Trade School Directory, Portland Career Hunters Guide, Notebook with descriptions of MHCC Programs, etc.

Career World - a monthly publication which discusses various careers and provides new ideas for career hunters.

California Occupational Guide - lists job opportunities particular to California and job descriptions that relate to other areas.

PEER COUNSELING

Counseling Resources - counseling staff to assist and give personal attention with guidance tools,and career resources.

Personal Counseling - fellow students to assist you with the adjustments of school life.

Campus Tours - for new and potential students.

APPLICATION FOR EMPLOYMENT

**PERSONAL INFORMATION** Date _____ Social Security No. _____

Name _____ Phone No _____
Last First Middle

Present Address _____
Street City State

Permanent Address _____
Street City State

**EDUCATION**

If Related to Anyone in Our Employ, State Name and Department _____

Circle Highest Grade Completed and Write Name of School

Grammar 1 2 3 4 5 6 7 8 9 _____

High School 1 2 3 4 _____

College 1 2 3 4 5 6 _____ Referred

Other Training _____ By _____

**EMPLOYMENT DESIRED**

Position _____ Date you Can Start _____ Salary Desired _____

**FORMER EMPLOYERS** List Below Last Four Employers, Starting With Last One First

| Date Month and Year | Names and Address of Employer | Salary | Position | Reason For Leaving |
|---|---|---|---|---|
| FROM | | | | |
| TO | Supervisor: | | | |
| FROM | | | | |
| TO | Supervisor: | | | |
| FROM | | | | |
| TO | Supervisor: | | | |
| FROM | | | | |
| TO | Supervisor: | | | |

**REFERENCES** Give Below the Names of Three Persons Not Related to You, Whom you Have Known at Least One Year.

| Name | Address | Business | Years Acquainted |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

U.S. Military:
Service _____ Entered _____ Discharged _____ Branch of Service _____ Rank _____
Date Date

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date _____ Signature _____

Colonial Office Products "AN EQUAL OPPORTUNITY EMPLOYER" FORM 150 REVISED

II-21

## PRE-PLACEMENT MEDICAL QUESTIONNAIRE

NAME OF PERSONAL PHYSICIAN: _____

ADDRESS: _____

1. Are you now taking any regular medication Yes ☐ No ☐ For what condition? _____

2. Are you allergic to anything? (what) _____

3. Have you ever had an operation? Yes ☐ No ☐ When and for what? _____

4. When were you last examined or treated by a doctor? _____
   If so, for what reason? _____

5. To your knowledge have you ever had or do you now have: _____

| | Yes | No | | Yes | No |
|---|---|---|---|---|---|
| Diabetes | ☐ | ☐ | Bursitis | ☐ | ☐ |
| Arthritis or Rheumatism | ☐ | ☐ | Painful or swollen joints | ☐ | ☐ |
| Epilepsy | ☐ | ☐ | Rheumatic fever | ☐ | ☐ |
| T.B. | ☐ | ☐ | Heart Disease | ☐ | ☐ |
| Frequent or severe headaches | ☐ | ☐ | Cancer | ☐ | ☐ |
| Fainting Spells | ☐ | ☐ | Foot or ankle trouble | ☐ | ☐ |
| High blood pressure | ☐ | ☐ | Hernia | ☐ | ☐ |
| Muscular cramping | ☐ | ☐ | Trick knee | ☐ | ☐ |
| Back trouble | ☐ | ☐ | Eye injury | ☐ | ☐ |
| Loss of hearing | ☐ | ☐ | | | |

6. Have you ever been paid Workman's Compensation for an injury that prevented you from working? Yes ☐ No ☐
   Year? _____ Company _____
   Nature of this injury? _____ Amount of time loss _____

7. Have you ever had an off-the-job injury? Yes ☐ No ☐ Year? _____ Type of injury _____
   Permanent disability or handicap from this injury? (what) _____

8. Are you wearing or have you ever worn prescription lenses? Yes ☐ No ☐ Hearing aid? Yes ☐ No ☐ Brace or back support Yes ☐ No ☐

9. Have you ever worked where you have been exposed to dust or fumes? Yes ☐ No ☐

10. Have you ever been refused life insurance, driver's license, or employment for health reasons? Yes ☐ No ☐

11. Condition of your present state of health? GOOD _____ FAIR _____ POOR _____
    Any other medical data? _____

I certify the above information is true to the best of my knowledge and I understand that any misstatement of fact is reason for discharge.

SIGNED: _____ DATE: _____

PGE

AN EQUAL OPPORTUNITY EMPLOYER

# PORTLAND GENERAL ELECTRIC COMPANY

621 S. W. ALDER STREET, PORTLAND, OREGON 97205

Job Category

Employee Number

Starting Date

"The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age."

## APPLICATION FOR EMPLOYMENT

(Complete in full in your own handwriting)

Department

Position

Soc. Sec. No.

To Applicant: We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications. A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading.

## PERSONAL HISTORY

Name (Last / First / Middle) Present Address How Long?

Tel. No. Previous address in U. S. How Long?

Age Date of Birth Are you a citizen of the U. S. A.? (Yes or No) What is (was) your father's occupation?

Sex Height Weight What is the condition of your health? Do you wear contact lenses? (Yes or No)

What physical defects do you have? Name of family physician

Have you ever been injured on the job? (Yes or No) If yes, what was the injury?

For what kind of work are you applying? What kind of work do you do best?

What training or experience have you had in the work for which you are applying?

Are you now employed? (Yes or No) If yes, why do you wish to change? May we contact your present employer?

Have you ever been employed by this Company before? (Yes or No) When? Position?

Are any of your relatives employed by this company? (Yes or No) If yes, give names and relationship:

Who referred you to this company for employment? How long have you known him or her?

Name any P.G.E. acquaintances

Can you accept employment immediately? If not, how soon? How do you expect to get to work?

U. S. military service? (Yes or No) Dates to Service and Rank? Type of Discharge

Selective Service Number Present draft classification Member of Reserve? Yes No

## WORK HISTORY

(List the last three positions you have held beginning with the most recent one)

| FIRM NAME AND ADDRESS OF FORMER EMPLOYER | POSITION(S) HELD | DATE HIRED | DATE LEFT | RATE |
|---|---|---|---|---|
| Name | | | | $ STARTING |
| Address Phone No. | | | | $ ENDING |
| What did you like about the work? | | What did you dislike? | | |
| Why did you leave? | | Name of Supervisor | | |
| Name | | | | $ STARTING |
| Address Phone No. | | | | $ ENDING |
| What did you like about the work? | | What did you dislike? | | |
| Why did you leave? | | Name of Supervisor | | |
| Name | | | | $ STARTING |
| Address Phone No. | | | | $ ENDING |
| What did you like about the work? | | What did you dislike? | | |
| Why did you leave? | | Name of Supervisor | | |

## PERSONAL REFERENCES

(Give three, known for at least three years—other than relatives or former employers)

| NAME AND OCCUPATION | HOME ADDRESS | BUSINESS PHONE |
|---|---|---|
| | | |
| | | |
| | | |

Please give name and address of your bank

8-42-030 Rev. 1-74

(Please See Reverse Side for a Few Additional Questions)

II-25

## GENERAL

Do you have an Oregon license to drive an automobile?_____ (Yes or No) Has it ever been suspended?_____ (Yes or No) If yes, when?_____ Where?_____ Why?_____

Have you ever been convicted of any felony or misdemeanor (excluding minor traffic violations)?_____ Have you ever been bonded?_____

How many days have you lost from work or school in the last year due to illness or accident?_____ Explain:_____

Have you ever or are you now receiving compensation for an on-the-job accident?_____ (Yes or No) If yes, when?_____ Describe:_____

Give name, relationship and phone number of person to notify in case of emergency_____

## EDUCATION

Grammar School attended — Place_____ Circle last year completed 5 6 7 8

High School attended — Place_____ Circle last year completed 1 2 3 4

Age at completion_____

College (or University) attended_____ Circle last year completed 1 2 3 4

Age at completion_____

Principal Courses taken at College or Univ._____ Type of Degree?_____ Year_____

What class offices did you hold in High School?_____ In College?_____

Business Courses taken recently_____ Date(s)_____

Technical Courses taken recently_____ Date(s)_____ First Aid certificate?_____ (Yes or No)

What were your favorite High School (College) courses?_____

Of what other skills or trades do you have a working knowledge?_____

If you are applying for an office position what is your typing speed?_____ Shorthand speed?_____ Transcription speed?_____

What are your present participative sports?_____ Your present hobbies?_____

List your spare time community activities such as Jr. Achievement, UGN, Scouts:_____

## QUESTION

A. What do you want to be doing ten years from now? B. What has been your most interesting work? C. What made it so?

A. _____

B. _____

C. _____

**Be sure you have filled this application out in full. Your qualifications will be given every possible consideration. The misstatement of any facts in this application will make you liable to discharge, if employed. Continued employment is conditional upon favorable references (which you hereby authorize us to obtain) and satisfactory completion of six months' probationary service.**

This is to inform you that, as part of our procedure for processing your employment application, an investigative report may be made whereby information is obtained through personal interviews with third parties—such as family members, business associates, financial sources, friends, neighbors, or others with whom you are acquainted. This inquiry includes information as to your character, general reputation, personal characteristics, and mode of living, whichever may be applicable. You have the right to make a written request within a reasonable period of time for a complete and accurate disclosure of additional information concerning the nature and scope of the investigation.

Date_____ Signature_____

## REMARKS BY INTERVIEWER

## REMARKS BY DEPARTMENT HEAD

**EMPLOYMENT APPROVED**_____ (Department Head) **POSITION**_____ **RATE**_____ **STARTING DATE**_____

S1509 (4-76)

**Pacific Northwest Bell**

# Application for Employment

## Personal Data (Please Print)

Date

Name (Please Print) Last First Middle

Residence Number and Street City and State Zip Code

Social Security No Telephone No Or Message No

"The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age."

Date of Birth

Within the past 7 years, have you been convicted of a violation of the law (other than minor* traffic violations) or have you been released from prison? ☐ No ☐ Yes

*Non-moving violations such as infrequent parking tickets

A conviction record will not necessarily bar you from employment.

If so please explain fully

Do you have a valid driver's license? ☐ Yes ☐ No Number State

## Education and Training

| Name of School | City and State | Main Subjects Studied | Last Grade/Degree Completed | Mo. & Yr. Started | Mo. & Yr. Compl. |
|---|---|---|---|---|---|
| High School | | | | | |
| Comm. College | | | | | |
| St. College or Univ. | | | | | |
| Other | | | | | |

Name/names under which you attended school or were employed if different than above

School or Campus activities and honors won (Exclude Organizations, the name of which indicates race, creed, color or national origin of its members)

## Military Service Record United State Armed Forces

Branch of Service You may be required to provide your DD-214 after employment

Date of Entry Pay Grade at Discharge

Date of Discharge Technical Training

## Job Preference

Kind of work desired

**All qualified applicants, including disabled veterans and veterans of the Vietnam Era, will be considered for employment without regard to race, color, religion, national origin, physical or mental handicap, sex or age. Any applicant may notify the Equal Employment Opportunity Commission, The Federal Communications Commission or other appropriate agency, if they believe they have been discriminated against.**

**An Equal Opportunity Employer** II-23

Please Fill Out Reverse Side of Form

## Record of Employment

**(Do Not List Military Service)**

| List Your Jobs Starting With the Last Job Held | Position Held & Department | Name & Title of Immediate Supervisor | Date Employed Mo. & Yr. | Date Leaving Mo. & Yr. | Wage or Salary |
|---|---|---|---|---|---|
| Firm Name | | | | | Start |
| Street Address | | | | | End |
| City State Zip Tel. No. | Name under which employed if different | | | | |
| Why did you leave? | | | | | |
| Firm Name | | | | | Start |
| Street Address | | | | | End |
| City State Zip Tel. No. | Name under which employed if different | | | | |
| Why did you leave? | | | | | |
| Firm Name | | | | | Start |
| Street Address | | | | | End |
| City State Zip Tel. No. | Name under which employed if different | | | | |
| Why did you leave? | | | | | |
| Firm Name | | | | | Start |
| Street Address | | | | | End |
| City State Zip Tel. No. | Name under which employed if different | | | | |
| Why did you leave? | | | | | |

If a veteran, were you released from active duty within the past 48 months?* Yes ☐ No ☐

Are you entitled to disability compensation under the laws administered by the U.S. Veterans' Administration for a disability rated at 30 percent or more?* Yes ☐ No ☐

Were you discharged or released from active duty in the military service of the United States because of a disability incurred or aggravated in the line of duty?* Yes ☐ No ☐

*Federal Regulations issued by the U.S. Department of Labor, pertaining to the Vietnam Era Veteran's Readjustment Assistance Act of 1974, require certain government contractors to report on the hiring of disabled veterans and veterans of the Vietnam era.

75

98

**The Pacific Northwest Bell Telephone Company has an obligation to its customers to employ those who will maintain the security of its service, and whose contacts with customers will maintain public confidence. To achieve these objectives, the Company may conduct investigations including verification of prior employment history and education. By signing this application you authorize the Company to make these investigations, and you indicate your awareness that false statements or failures to disclose information may be sufficient to disqualify you for employment, or, if employed, may result in your dismissal.**

**I agree, as a condition of employment with Pacific Northwest Bell, that I shall pay or tender amounts equal to the periodic membership dues of the particular Union Local, when entering a bargaining unit.**

_____

**Signature of Applicant**

_____

**Date**

**Office Use Only**

Date Employed _____

Title _____

Salary _____

City _____

EEO _____

Job Classification _____

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11-24

SURVEY OF VOCATIONAL INFORMATION AND PLACEMENT

OPPORTUNITIES IN EAST MULTNOMAH AND CLACKAMAS COUNTIES

BY

The Joint Vocational Placement Project Involving Sandy Union School In Cooperation With Mt. Hood Community College

PROJECT COORDINATOR: Dr. W. A. Rumbaugh, Director, Career Development Center
Sandy Union High School, Sandy, Oregon 97055
Phone: 668-8011 Ext. 238

PROJECT PURPOSE: To develop a model High School-Community College Vocational Placement System which will be oriented toward students needs and aptitudes for job and vocational program placement.

Sandy High School currently has approximately 300 students enrolled in 13 different advanced vocational programs with an additional 600 students taking exploratory phases of these vocational programs. Mt. Hood Community College has over 4000 students enrolled in 49 vocational programs, with an additional 400 persons enrolled in 8 apprenticeship programs in cooperation with Industry as a full-time employee.

In order for our model system to be successful it is vitally important that Agriculture, Business, Forestry, Industry, and other public and private organizations and service agencies be aware of our project and to contribute to our efforts to successfully orient students towards a career for which they might have the aptitude and motivation to succeed. It is our plan to provide, with your assistance, a series of exploratory experiences as well as vocational training and the actual Job Placement for the students. This survey is being conducted to assess the extent of cooperative endeavors between the school and the "Community" which might be feasible to implement.

We are asking you to complete and return the enclosed survey form in the self-addressed envelop included in this mailing. This survey, while not obligating your organization in any way, will provide us a basis for our planning as to the availability of the various resources that we have for this cooperative endeavor. We feel that the experience to be gained in the work world will enable our students to become better equipped to be a more productive employee as well as contributing to the well-being of their own lives and that of the community.

We appreciate your support and cooperation!

Please return this form to Dr. W. A. Rumbaugh, Vocational Placement Project Coordinator, Sandy Union High School, Sandy, Oregon 97055. Phone: 668-8011 Ext. 238

Nameof Organization or Firm_____

Address_____

Phone:_____

Please indicate your responseto the following suggested cooperative activities between your organization and Sandy Union High School, with the cooperation of Mt. Hood Community College.

| | Please check any or all of the following Yes | No |
|---|---|---|
| 1. We would be willing to provide consultants or speakers to meet with interested students at the schools to provide job information related to our firm or organization. | ☐ | ☐ |
| 2. We can provide opportunities for individual students or small groups to visit our firm or organization to gain a better understanding of our system and the job opportunities available. | ☐ | ☐ |
| 3. We can provide short (one to five day) exploratory career experiences at our site(s) for students interested in learning more about our job opportunities. If yes, what job areas could be involved?_____ | ☐ | ☐ |
| 4. We are interested in learning about the Job Placement Program at the school* | ☐ | ☐ |
| 5. Other areas of cooperation that could be of benefit to the students, vocational teachers, or our firm. (List those you might think important) | | |

_____

_____

_____

_____

Since the schools desire to contact your firm so as to implement this venture, who would you suggest we contact to do further planning?

_____
(Name)

_____
(Title)

By

_____
(signed)



*NOTE: A list of vocational training programs is enclosed with this mailing.

Sandy Union High School Sch. Dist. No. 2

17100 Bluff Rd. Sandy, Oregon 97055 Ph. (503)668-8011

John D. (Jack) Peters, Superintendent
Joan E. Hay, Business Manager
John D. McMahan, Principal
Dennis W. Crow, Assistant Principal

Dear Former Student:

We would like your help. Your High School and the Oregon Department of Education would like to know what former students are doing now. Your answer is important. We sent you a survey form earlier, perhaps it has been misplaced, so we are sending a duplicate for you to use.

All answers will be held in strict confidence. After you have filled out the survey, please return it in the enclosed envelope-no postage is needed. Thanks for your help!

Sincerely,

W.A. Rumbaugh
Director, Career Development Center

P.S.
By completing the questionnaire, you are giving us the benefit of your experience as a former student which we can utilize to make needed changes and improvements in our educational programs.

# SANDY UNION HIGH SCHOOL

17100 Bluff Road, Sandy, Oregon Ph.(503-668-8011)

Dear Graduate: We need your help!

Being a recent graduate makes you one of the best qualified persons to evaluate our high school programs. The enclosed questionnaire is our way of getting your opinions, reactions and suggestions.

What you think you got (or didn't get)from your high school education is important for us to know as we try to provide the best programs for our students.

Please take a few minutes right now (it is easy to forget it if you don't do it now) to complete the questionnaire and to place it in the mail. (No stamp is needed). Future students and you, indirectly, will benefit from your efforts.

Thank you for your help.

P.S. Please be open and frank. Your views will be held in confidence and not published.

1. What is your current employment status? (What have you been doing this spring?)
____Employed full time(30 hours or more a week)
____Employed part time(less that 30 hours a week)
____Military Service
____Unemployed, but actively seeking employment
____Unemployed, not seeking employment

Job Title_____

Job Duties_____

Company Name(If self-employed, write "self"

_____

_____

City State Zip

2. If you are working full-time (30 hours or more a week) what is your monthly income before taxes? (check one)

____Below $500
____ -599
____$600-699
____$700-799
____$800-899
____$900-1099
____$1100-1299
____Over 1300

3. Is this job related to your high school vocational training?

8. If you are attending school, is your program of study related to your high school vocational training?
____ Yes
____ No

9. Do you feel that your High School vocational training was of value to you?
____ Yes
____ No

10. Who assisted you most in your choice of a career while in High School? Circle one or more.
1. School counselors
2. Vocational cluster teachers
3. General subject matter teachers (English)
4. Other students
5. Friends or relatives
6. Employment agencies
7. Local businessman/employer
8. Other, specify._____

11. Based on your present experience, please write in the space below the name of one course which you wish you had taken while you were in high school.

____ Yes

____ No

4. If your present employment is not related to your High School Vocational training, indicate the primary reason from the list below.

____a. Tried, but could not find a job in the career or occupational field.
____b. Was not accepted in the apprentice program.
____c. Did not feel sufficiently qualified in the field I studied
____d. Found that I did not like the type of work found in that career field.
____e. Found out that pay was too low in jobs for which I qualified.
____f. Better employment came along before I found employment in my career field
____g. Never really planned to work in the career cluster in which I was enrolled.
____h. Did not prepare for a specific career.
____i. Other

5. What was your first job out of High School?

_____

6. Did you work while you were in High School?
If so, for whom?_____
What were your duties?_____
_____

7. What is your current education status?
____Attending school full time
____Attending school part time
____Not attending school



_____

12. Which course or program has benefited you most in relationship to your career goal?

_____

13. Check how well your high school prepared you for your present job.

| | Excellent | Satisfactory | Poor |
|---|---|---|---|
| 1. Mathematics... | | | |
| 2. Writing..... | | | |
| 3. Speaking..... | | | |
| 4. Reading..... | | | |
| 5. Dealing with other people.. | | | |
| 6. Job skills.... | | | |
| 7. Coping with the system.... | | | |

COMMENTS: _____
_____
_____

DATA SHEET

FOLLOW UP STUDY

STUDENT'S NAME _____
(First) (Last)

STUDENT'S ADDRESS _____
(Street) (City) (Zip)

PARENTS NAME _____
(First) (Last)

Phone Number _____
(Parents)

_____
(Student)

H.S. VOCATIONAL PROGRAMS _____

INSTRUCTIONS FOR TELEPHONE INTERVIEWER TO FIND OUT CURRENT ADDRESS AND STATUS OF CLASS OF 1977 VOCATIONAL STUDENTS:

1. Allow the phone to ring 7 or 8 times.

2. When the number answers say--"Hello, I am a secretary at Sandy Union High School where we are doing a follow-up survey of the class of 1977 to see what they are doing and to find out how we might improve our job placement services. We need to update our address and phone number of _____
(Student's Name)
so that we can send them a survey form for them to fill out and return." The information will be kept in strictest confidence and the student's name will not be used in compiling the results.

3. If they don't know either address or phone number ask them "Could you tell me whether _____ is employed now? (If a female and
(Student's Name)
unemployed ask if she is a housewife. What is their duties? What company do they work for? _____. Where is the company
(Name of Company)
located? _____. Do you know approximately how
(Address)
much does _____ make a month?
(Name)

4. Is _____ currently going to school? Part-time
(Name)
or full-time?

5. Do you know if _____ thinks his/her high school voc-
(Name)
ational training was of value? _____.

We would like to thank you for providing this information. I am sure it will help the school provide improved services to students that we now have in school.

EXPERIENCE EDUCATION

Sandy Union High School
17100 Bluff Rd
Sandy, OR 97055
668-4151

## WORK EXPERIENCE RATING SHEET - GENERAL WORK HABITS

Student's Name _____ Grade _____

Employer _____

Supervisor _____

Evaluate the following characteristics of the student worker by circling the appropriate number using the following criteria: 0 - Unsatisfactory; 1 - Below average; 2 - Average; 3 - Above average; 4 - Exceptional; N/0 - Not observed; N/A - Not applicable.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Personal Grooming | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Suitability of dress (work attire) | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Ability to meet the Public | 0 | 1 | 2 | 3 | 4 | N/O | N/A |
| Ability to express self orally | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Cooperation with fellow workers | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Capability to accept criticism | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Understands Instructions | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Attendance: Punctual and Regular | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Initiative: Sees and does | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Accomplishes details of job | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |
| Keeps on the job - no loafing | 0 | 1 | 2 | 3 | 4 | N/0 | N/A |

How well has this student worker met your expected standard of performance?

Exceptional _____ Above average _____ Average _____ Below average _____

Student could profit by improvement in these areas: _____

_____

_____

_____

Student shows strengths in these areas: _____

_____

_____

_____

Have you discussed this report with the student? _____ Yes _____ No

May this report be shown to student? _____ Yes _____ No

Do you wish to have a conference with the supervising teacher? _____ Yes _____ No

Date _____ Signature _____

WE Form 5

NAME _____

I.D. _____

PROGRAM TITLE _____

Form Approved
FEDAC #R139
Approval expires
June 30, 1984

## EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

### 1. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

| | Very Good | Good | Average | Poor | Very Poor |
|---|---|---|---|---|---|
| a. Technical knowledge | ☐ | ☐ | ☐ | ☐ | ☐ |
| b. Work attitude | ☐ | ☐ | ☐ | ☐ | ☐ |
| c. Work quality | ☐ | ☐ | ☐ | ☐ | ☐ |
| | (5) | (4) | (3) | (2) | (1) |

### 2. OVERALL RATING

What is your *overall* rating of the vocational training received by this individual as it relates to the requirements of his or her job?

| Very Good | Good | Average | Poor | Very Poor |
|---|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ | ☐ |
| (5) | (4) | (3) | (2) | (1) |

### 3. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive the same training?

☐ No basis for comparison
(5) ☐ Individual is better prepared
(3) ☐ Both are about the same
(1) ☐ Individual is less prepared





This report is authorized by PL 94-482 (20 USC 2391).

N
W E
S

Sandy Union High School Sch. Dist. No. 2

17100 Bluff Rd. Sandy, Oregon 97055 Ph. (503)668-8011

John D. (Jack) Peters, Superintendent
Joan E. Hay, Business Manager

John D. McMahan, Principal
Dennis W. Crow, Assistant Principal

Dear Employer:

The purpose of this survey of vocational program students, either graduates of programs or those who left programs early, is to try and determine how effective the training was for these young people.

> The opinion expressed and the information given by you will be kept CONFIDENTIAL.

The information gathered will help our school to update their career preparation programs and to keep them abreast of new developments. The information may indicate that there is a need for modifying existing programs or for developing new courses or programs or it may indicate that certain courses or programs should be eliminated.

Would you please ask the immediate supervisor of the former student named on the questionaire to complete the questionaire and to return it to us as soon as possible in the enclosed, self addressed envelope.

Thank you for your assistance.

Sincerely,

W.A. Rumbaugh, Director
Career Development Center

# Sandy Union High School

17100 Bluff Rd. Sandy, Oregon 97055 Ph. (503)668-8011

This letter is being written to thank you for cooperating with Sandy High School in providing work experience opportunities for our students over the last three years. Our students have gained many valuable experiences and as a result, has enabled them to relate their on-the-job learning situations to their educational programs at the high school. Students have invariably been able to "tie in" the need for better math skills, communication abilities and vocational skills.

We hope that you and your business has benefited in having a more skilled employee. Our wish is to cooperate in any way that we can to smooth the school-to-work transition that all students must eventually make.

Besides the regular work experience program at Sandy High School, we also are providing assistance to employers in obtaining a tax credit on wages paid to students who are enrolled in vocational programs related to the type of job they are doing in your business. We have the necessary certifying forms available for the application. The brochure we are enclosing provides more information on these programs.

Another service we are providing is an expanded job placement program for both graduating and returning high school students. This program, in cooperation with Mt. Hood Community College, enables our students to take advantage of our own vocational programs (see the accompanying brochure) with follow-up continuing vocational education at Mt. Hood Community College after they leave school and are employed. The vocational instructors and administrators at both schools are working together to improve services to both student and employers.

If you have a job opportunity for a qualified graduate or advanced student please call us at 668-8011 Extension 238. In addition, it is our wish that we will be able to continue to cooperate with you to arrange for the placing of students next fall for our continuing work experience opportunities. If you have any questions or information on jobs please call us. We are looking forward to working together.

Sincerely,

W. A. Rumbaugh

W. A. Rumbaugh
Career Center Director

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SUGGESTED JOB DESCRIPTION

High School Job Placement and Work Experience Coordinator

Duties:

1. To provide a job development liaison with local businesses to help place students on career oriented work experiences.
2. Assist counseling staff in planning programs for Junior and Senior students who choose to work part-time.
3. To administer and interpret career interest inventories and aptitude tests.
4. Conducts and disseminates findings of follow-up surveys of persons placed.
5. Maintains records of student placement including pertinent information concerning employer needs and satisfaction.
6. Conducts community surveys of career resources and placement opportunities.
7. Coordinates job placement activities with instructional personnel and guidance staff.
8. Plans and implements a complete job search system in cooperation with the career development center and the instructional staff, involving job application procedures, resume and application letter writing. The coordinator should conduct Job seminars for students which will deal directly with job search and placement activities.
9. Maintain communications with other placement and referral agencies such as Vocational Rehabilitation, CETA, State Employment Service, Community Action Agencies, Community Colleges, Apprenticeship programs, local and county governmental bodies.

10. Proposes and submits reports for local, state, and federal purposes.
11. Contributes pertinent materials for use in local media.
12. Works closely with the other job placement and work experience coordinators in the area in cooperation with the regional career education coordinator.
13. Works directly with vocational instructors to assist in the vocational placement of students during and after the student leaves school.

Length of Employment : 12 Months

Qualifications: Through a combination of preparation and performance, the coordinator needs functional knowledge of career development concepts and the world of work. Communicates effectively through oral and written expression.

EXPERIENCE EDUCATION

COORDINATORS DAILY LOG

Sandy Union High School
17100 Bluff Rd
Sandy, OR 97055
(503) 668-4151

| DATE | PLACE OF VISITATION OR CONTACT | INDIVIDUAL | PURPOSE | | | | | METHOD | | | TIME | | MILEAGE | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Seek Employment | Check Progress | Guidance | Public Relations | Administrative Contact | In Person | Telephone | Written | Arrive | Depart | Beginning | Ending |
| | | | | | | | | | | | | | | |
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WE Form 10

| DATE | INDIVIDUAL | COMMENT | SUSPENSE |
|---|---|---|---|
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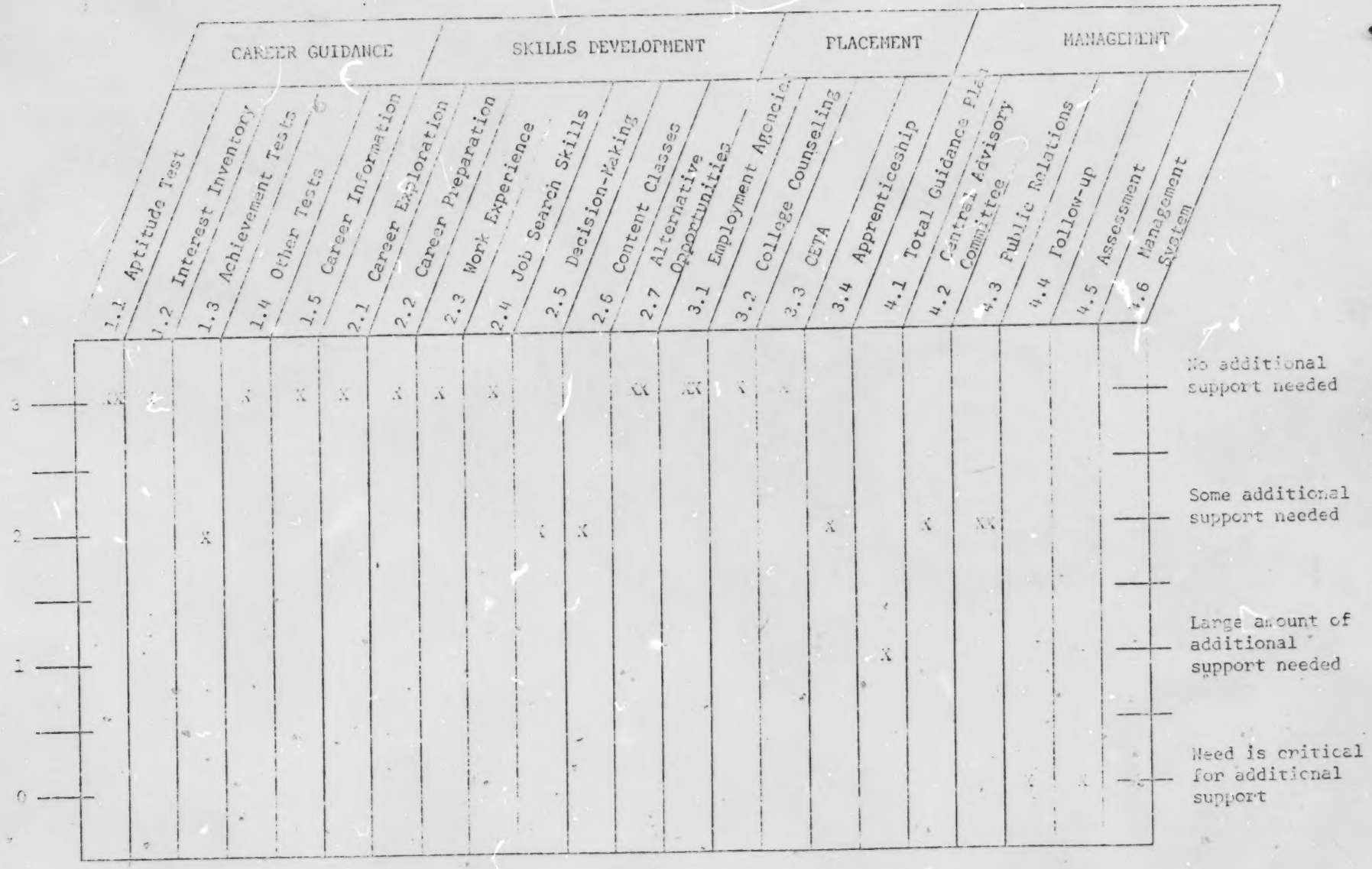
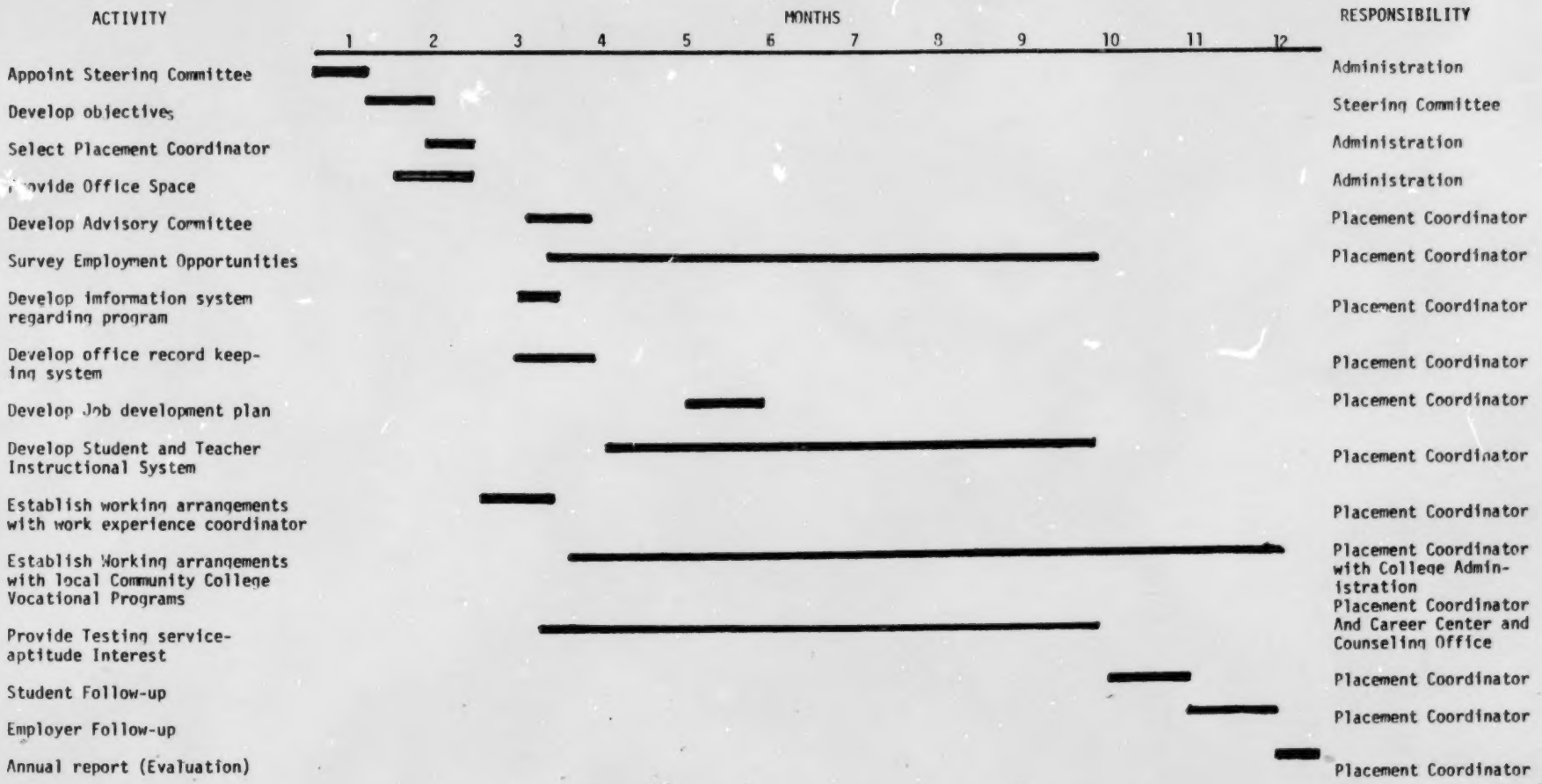
SAMPLE HIGH SCHOOL
CAREER DEVELOPMENT PROFILE



## Job Search / Vocational Placement Implementation Schedule



## CAREER EXPLORATION PLAN

*Name* _____

*Birthdate* _____

*Social Security No.* _____

*Work Permit No.* _____

| Grade | TENTATIVE CAREER EXPLORATION CHOICES | Date |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| Grade | HOBBIES AND OTHER INTEREST AREAS EXPLORED | Date |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## CAREER EXPLORATION ACTIVITIES RECORD

*Career Clusters:*

1. *Accounting*
2. *Agriculture*
   a. *Agriculture Mechanics*
   b. *Animal Science*
   c. *Horticulture*
3. *Building Construction*
4. *Child Care*
5. *Clerical*
6. *Diversified Occupations*
   a. *English Communications*
   b. *Foreign Language*
   c. *Social Science*
   d. *Photography*
   e. *Art*
   f. *Instrumental Music*
   g. *Vocal Music*
   h. *Theatre*
   i. *Physical Ed & Recreation*
   j. *Mathematics*
   k. *Physical Science*
   l. *Biological Science*
   m. *Clothing*
   n. *Interior Design*
   o. *Aeronautics*
   p. *Food Service*
7. *Electrical/Electronics*
8. *Forestry & Forest Products*
9. *Graphics*
10. *Health Services*
11. *Industrial Mechanics*
12. *Marketing*
13. *Metals*
14. *Secretarial*
15. *Service Careers*
    a. *Social Services*
    b. *Protective Services*
    c. *Educational Services*
    d. *Personal Services*

*Suggested Activities:*

1. *Speaker*
2. *Individual Field Experience*
3. *Group Field Trip*
4. *Film or Slide Program*
5. *Interview*
6. *Job Observation*
7. *Resources (Kits & Reading Materials)*
8. *Exploratory Activities (Hands on try out.)*
9. *Resume Writing*
10. *Other*

| Activity | Cluster | Date | Personal Reaction |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
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## SELF SURVEY INFORMATION

*Record results of interest and aptitude inventories such as JOB-O, Kuder, GATB, etc. Give name of the test and date taken.*

| Date | Name of Test | Interests and Career Aptitudes as Interpreted From Test |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

*Tests most commonly indicate my interests are in these cluster areas:*

*The jobs I like best in these cluster areas are:*

| Date | Cluster Areas | Jobs |
|---|---|---|
| | | |
| | | |
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## COURSES IN CAREER INTEREST AREAS

*List those you expect to take.* *"X" those you have actually completed.*

| Grade 9 | Grade 11 | Post Secondary |
|---|---|---|
| | | |
| | | |
| | | |
| **Grade 10** | **Grade 12** | |
| | | |
| | | |
| | | |

## WORK EXPERIENCE RECORD

| Date | Job | Employer |
|---|---|---|
| | | |
| | | |
| | | |
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| | | |
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| | | |

## IF YOU

Can't decide on a major and are not sure WHAT your interests are...

Or you just can't seem to get with it...

Or you need help with spelling or reading or writing or math or how to study or how to take exams...

Or you need money or a job...

And you don't know where to get help...

## HELP IS HERE!

JUST ASK. Someone in every office on campus can tell you where to go for help in solving your problem.



## HERE'S HELP...

**Counseling** **7315**
(next to Admissions)

**Career/Life Planning** **7294**
(Psy 140, Social Science Division)

**Career Resource Center or Cog Shop** **7173**
(next to Counseling)

**Creative Job Search** **7410**
(WE 39, Communications Division)

**Coop. Work Experience**
(any division office)

**Financial Aid** **7262**

**Independent Study Center** **7109**
(above the Library)

**Job Placement** **7241**

**Library** **7161**

**Mt. Hood Community College**
**26000 S.E. Stark St.**
**Gresham, OR 97030**
**667-6422**

## CAREER/LIFE PLANNING GUIDE

# Undecided?

## NO GOALS?
## NO MAJOR?
## CAN'T DECIDE?

**Don't yelp, We'll help!**

# HERE'S HELP!!

**Instructor Advisors**

Every instructor will be pleased to discuss your career problems with you, or your questions about courses and majors and direct you to others for further information.

**COUNSELING**
Next to Admissions Office

Counseling on school and personal problems. Testing for interests, aptitudes, etc. Career Information computer. Catalogs for four-year schools.

**Independent Study Center**
Above the Library
**Career Resource Center**

Tutoring in writing, reading and math. Handouts on how to study, spell, listen, take exams, etc. Cassetes, film strips and records.

Career Information Needlesort to help you select a career. Information on skills and training required for hundreds of careers, plus pay, working conditions, etc. Career magazines and brochures. Help with your resume or job interview. Cognitive Mapping.

**Job Placement**

Job listings of full-time, part-time and college work study jobs. "Microfiche" machine shows daily listings of State Employment Department job openings. Career folders, help in how to get a job, employer information.

**Financial Aid**

Grants, loans, scholarships that are available to you.

**Cog Shop**
Next to Counseling Center

**Library**

Books and information on careers, job search, and just about anything else.

**Cooperative Work Experience**

WE 240 - 4, 8, 12 credit transfer course, to let you try out a career you are interested in.

**PSY 140 Career/Life Planning**

3-credit transfer course designed to help you determine your career and life plans. Inventorying your values, interests, traits, abilities, using the other resources on this page and others off-campus, then drawing up your short and long-range goals.

**WE 39 Creative Job Search**

2-credit non-transfer course to help you inventory the skills and qualities you offer, define your ideal job, write your resume or qualifications brief, and learn how to do "Informational Interviews" to find the job you want.

# The Employer in Cooperative Work Experience

**TRANSFER PROGRAMS**

Anthropology
Biology
Business Administration
Business Education
Chemistry
Community Services and Public Affairs
Economics
Education
Engineering
Foreign Languages
General Science
Geology
History
Journalism
Law Enforcement
Mathematics
Office Administration
Physical Education
Political Science
Psychology
Sociology

FOR FURTHER INFORMATION, contact:

Office of Cooperative Education
Mt. Hood Community College
26000 SE Stark
Gresham, OR 97030
666-1561 (Ext. 242)

MT. HOOD
COMMUNITY
COLLEGE

If you'd like to help upgrade the quality of people in your field, or to support a relatively new approach in education...or to assist a person just starting out - with CWE you can do all three.

## WHAT IS CWE?

Cooperative Work Experience at Mt. Hood Community College is a supervised program of on-the-job training for credit.

As a "cooperating" employer, you join with the college in the student's educational program by providing him a training position in the field of his college studies.

## BENEFITS TO THE EMPLOYER

CWE provides you with a pool of selected students available for both part or full-time work on a quarter basis. Because the program is offered to both the two-year vocational student and the student planning to continue at a four-year school, students are available from a wide variety of skills and backgrounds. Thus entry-level help may be available as you need it, perhaps for a variety of positions in your organization.

A student employee can often free your staff for more specialized work, or fill a part-time employment need, and you can evaluate a potential permanent employee over a period of time before final commitment.

Finally, your student will be instructed and constantly guided on what is expected of him as a responsible, valued employee. His college program will have emphasized skills and knowledge. CWE emphasizes the other qualities you want in an employee.

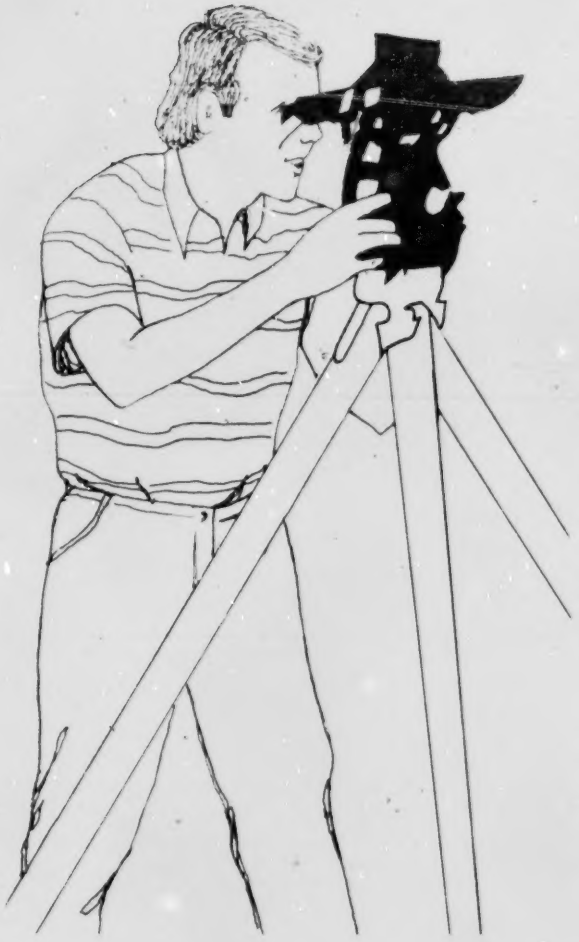
## BENEFITS TO THE STUDENT

You are providing what the college cannot provide - work experience in the field with professionals. This is a valuable service to the student, and the affect on him is often dramatic: his studies become more relevant, his interest is stimulated, and his enthusiasm rises. Or, he may learn that he has chosen the wrong field and be able to change direction without further loss of time and money.

Finally, the college benefits, too. Through its CWE students and coordinators it is in constant touch with the field, so that it can more quickly adapt its programs as needed.

## HOW DOES IT WORK?

You select your student or students by interview. You agree with the student on pay and hours of work. You and the student and the college's coordinator of the program discuss the work assignment. Early in the quarter you join with the coordinator in helping the student set specific objectives for his job.



At the end of the quarter you will join in evaluating the student on how well he has completed his objectives, as well as on his knowledge and performance of work, his ability to get along with people, and his appearance, attitude and dependability.

During the quarter, the student attends a weekly seminar on campus to discuss his experience with the coordinator and other students in his program. The seminars regularly deal with human relations, initiative and responsibility on the job.

Students are available from the following programs:



## VOCATIONAL PROGRAMS

Accounting Technology
Administrative Secretary
Architectural Drafting Technology
Automotive Parts Technology
Automotive Technology
Aviation-Professional Pilot
Business Management
Early Childhood Education
Civil Engineering Technology
Electronic Servicing Technician
Engineering Drafting Technology
Floristry
Forestry Technology
Funeral Service Education
Graphics Technology
Horticulture
Import Automotive Technology
Journalism Arts Technology
Legal Assistant
Legal Secretary
Medical Assistant
Medical Secretary
Occupational Safety & Health Management
Office Machine Repair Technology
Radio Production Technology
Supervision in Business & Industry
Television Production Technology
Transportation & Distribution

**"Tailor" your resume:** Before answering any ad, be sure to read it carefully. What is the company seeking? Is there something in your background that fits what they are looking for? Your resume may have that "something"; if not, rewrite it to suit their requirements and send it to them; or write a special letter in answer to the ad.

**Support your resume:** In most cases your standard resume will suffice, but it may need support. Your letter of transmittal can do this. It will be brief, of course, but will bring out that special qualification you have to offer, e.g.:

*The enclosed resume is submitted in response to your ad for a sales trainee.*

*As noted in my resume, I worked for two summers selling in a clothing sotre and was always one of the top producers in the store.*

*My education in marketing and my demonstrated sales ability should qualify me for your sales training program.*

If your resume does not apply to the advertised job, a specially written letter emphasizing the aspect of your background which is most applicable to the job will be more effective.

## SITUATIONS WANTED ADS

Sometimes it is advisable to place an ad in the "situations wanted" or "positions wanted" column of your local paper or trade journal.

Advertising can be expensive and, of course, there are no guaranteed results. It is not usually recommended as a first step in your job search, but as time goes on, if you are not getting interviews, advertising may help.

There are several media which can be used in advertising for a job. The ad may be placed in a local paper if a position in that area is being sought. For technical or specialized jobs, a better medium might be the trade or professional publications in your field.

Here are two typical ads which might appear the same day:

*College Grad. Looking for opportunity to utilize education in management training program of progressive company. B.A., major in Economics.*

*College Grad. Top 10% of class. Student council. Earned 50% of tuition. Seeks position in sales or marketing department. B.S., Economics.*

Which one would you answer? The first is indefinite and emphasizes what the applicant wants. The second tells what he has accomplished and is more specific as to his objectives. Obviously, this is more effective.

Responses to a situations wanted ad will come from two to ten days after insertion. Usually you will receive a letter, but occasionally a phone call.

Most letters will request that you phone for an appointment or send a resume. Before answering, it is best to find out as much as you can about the company. Then handle it the same as any other lead.

## JOBS IN GOVERNMENT

Federal, state and municipal governments recruit graduates. Jobs range from forest rangers to FBI agents; from technical specialists to general administrators. Salaries are usually excellent and benefits compare favorably with those in private industry.

To determine openings of interest to you, write:

**For federal jobs:** To U.S. Civil Service Commission, Washington, D.C., or your local U.S. Civil Service office, which can be found in the telephone directory of major cities in every state.

**For state jobs:** To the Civil Service Commission in each state capital or the principal cities.

You may also write directly to the county, city or village offices of the civil service about jobs in their localities.

## PUBLIC AND PRIVATE EMPLOYMENT AGENCIES

Most states have public employment services which can also be of help to you. Many of these services give special attention to recent graduates. There is no charge for their services.

Some students limit their use of agencies to the public type to avoid a fee obligation. This could be short-sighted, as the types of jobs covered by public agencies may not be as broad in scope as those presented by the private agencies.

**Good business sense dictates that you should work with all kinds of job leads.**

*Editor's note: Much of the material in this pamphlet has been digested and adapted from "The College Graduate Guide To Job Finding" by Arthur R. Pell, Ph.D. (Simon and Schuster, N.Y.).*

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# CONDUCTING YOUR JOB SEARCH

- Personal Contacts
- Direct Approach
- Help-Wanted Ads
- Private & Public Agencies
- Letters
- Resumes
- Situation-Wanted Ads

One of the Career Aid Pamphlet Series (CAP)

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*"Conducting Your Job Search" is intended as a supplement and support to any talks you have already had (or plan to have) with placement/guidance counselors, family, or friends about preparing your job-search campaign. It offers no magic job-finding formula . . . makes no promises . . . offers no hidden job markets . . . provides no quick and easy solutions for job-finding success. It recognizes the being-in-the-right-place-at-the-right-time factor of landing a job. But, it also contends that a carefully prepared campaign reduces reliance on lady luck. With that in mind, it offers the following suggestion: USE ALL SOURCES. Do not depend on any one source for your job leads—especially the relaxing, but unreliable, reassurance of someone who told you: "when you graduate, come around and see me." Use all of the sources listed on the front of this pamphlet, starting with . . .*

## PERSONAL CONTACTS

You may shun personal contacts in your job search because you are either embarrassed to ask for a job or feel it is more commendable to locate one without help from friends or relatives. Your self-reliance is commendable, but take an inward look and be sure your attitude isn't unduly influenced by tales of the times when a job-seeker often went hat-in-hand to an employer and begged for work. Or, are you unrealistically evaluating the virtue of "doing it my way."

**Selling services:** If you think of a job as an opportunity to sell your services, you certainly don't have to feel sensitive about using personal contacts to locate an employer. You are offering (selling) the employer something significant for his money—your talents and time in exchange for your salary. Companies need good employees more than anything else to assure profitable survival and growth. Thus, if your use of personal contact has served to bring you and an employer together—and mutual needs have been satisfied by your going on the payroll—it is a time for celebration, not sensitivity.

**Contact everyone:** If your education prepared you for a specialized field, contact everyone you know in that field. In the early stages of your job search make a list of these people. Check your friends and family for suggested leads. For example, if your major and job interest is in accounting, develop a list of accounting firms or companies using accountants who are known to, and who know your family or friends.

Visit these people and tell them of your interest in a job in their field. If they do not have a place for you, ask them if they can refer you to someone who may need you. *Ask permission to use their names when applying.* If you have met business executives in your extra- curricular work, do not hesitate to call on them for a job.

**Caution:** In making your personal contacts use the polite one-call or one-letter approach: "if you hear of anything I would appreciate your letting me know. . . ." Don't kill your contact with a series of annoying have-you-heard-anything-yet follow-ups.

**To use personal contacts most effectively:**

1. Make a card file of all persons who you think can help you find a job. Indicate for each the name, company, position, type of business and how you know him or her.
2. Write of phone for an appointment. *Do not barge in without an appointment,* unless it is a very close friend or relative.
3. See each personally. Do not try to handle this on the phone or by letter—unless distance makes a personal visit impossible.
4. Tell your contact what you have accomplished in college, and your job objectives; and indicate any other relevant information. Ask for a job overtly ("if you have an opening, I hope you will consider me"). Do not be vague ("I think I might be interested. . ."). If your contact has no job, do not act hurt or upset. Express your appreciation and ask if he or she can refer you elsewhere.
5. Leave a copy of your resume so he or she will have your record handy.
6. If you are given any encouragement, follow up with a call or letter.

## DIRECT APPROACH TO COMPANIES

If you wish to concentrate your job search in a specific *geographic area* or *industry,* you will find it useful to make direct contact with every company in these two categories. How can you identify these firms? Selection of the firms can be made in several ways. There are directories available giving the names, addresses, type and size of companies and the names and titles of key executives. Some of these directories cover the entire country for all industries. Among them are:

- College Placement Annual
- Dunn and Bradstreet's Million Dollar Directory
- Standard and Poor's Directory of Directors
- National Advertising Register

Thomas' Register of American Manufacturers

Other directories are regional and still others are by industry. These directories are usually available in college or public libraries. Select the companies of interest to you. Make an index card for each one for future reference and write to. . .

**For trainee level positions** write to the personnel manager requesting an appointment.

**For specialized jobs** (sales, accounting, engineering, etc.) write to the department head.

**For positions in non-business organizations** (schools, associations, local governments, etc.) write to the appropriate executive.

**When in doubt,** send your letter to the Personnel Officer of the organization.

**Letter plus resume:** Enclose your resume with a brief transmittal letter, such as:

*Can you use a college graduate who has done serious research in medical electronics?*

*The enclosed resume gives you details of my education and extra-curricular background.*

*May I have a few minutes of your time to explore how my knowledge and interest in your company may be of benefit to both of us?*

**The "numbers game":** Responses may not be very high. Usually only two to six percent of letters sent result in interviews. So it is essential to send out a good number of letters for any degree of success.

**The "walk-in" approach:** Another way you can make a direct approach is by applying "cold" to company employment departments. When you are told "sorry, no" (as you most often will be), ask if you can leave your resume and be sure to remember the name of the employment manager for a follow-up call or letter. Some have called the "cold call' the "longest shot in the job-landing lottery." True, but more than once it has won a good job for someone who has been in the right place at the right time. (The author's files and experience attest to this.)

## ANSWERING WANT-ADS

One of the most frequently used sources of finding a job is classified advertising or the job listings placed by companies in the want-ad sections of newspapers.

**Use newspapers:** Every large city and most smaller communities have at least one newspaper which carries want-ads. Sometimes companies seeking specialized personnel may advertise in the business section instead of the classified section. Make it your business to obtain news papers from each of the cities in which you are willing to work.

**Try trade publications:** There are also trade publications for practically every industry, occupation and profession. Almost all of them carry help-wanted advertising. If you are interested in a specific industry, plastics, for example, you will find ads for every type of position in the plastics industry in the trade journal, *Plastics World.* Seek out the journals of industries that employ people with your type of education and study their want-ads.

*SANDY HIGH SCHOOL
CLUSTER PROGRAMS

*MT. HOOD COMMUNITY
COLLEGE

HOME AND RELATED OCCUPATIONS

Tailoring Garments
Child Care Center
Food Preparation

Early Childhood Education
Dietetic Assistant
Food Science Technology
Cosmetology

INDUSTRIAL OCCUPATIONS

Building Construction
Advanced Drafting
Cabinet Making and Framing
Advanced Metal Occupations

Advanced Industrial Mechanics

Architectural Technician
Civil Engineering Technician
Engineering Drafting
Machine Shop Technician
Welding
Automotive Mechanic Occupations
Automotive Technician
Auto Parts Technician
Aviation-Professional Pilot
Office Machine Technician

Apprenticeship Programs

Brickmason
Carpenters
Dry Wall Installers
Glass Workers
Machinists
Millmen and Cabinet Making
Pile Drivers
Tile Setters

*FOR FURTHER INFORMATION CONTACT:
Dr. W.A. Rumbaugh; Vocational Placement Project Coordinator, Sandy Union High School, Sandy, Oregon 97055 Phone: 668-8011 Ext. 238



# JOB SEARCH & VOCATIONAL PLACEMENT PROGRAM

## EMPLOYERS

A JOINT VENTURE TO
DEVELOP A MODEL SYSTEM
by
Sandy Union High School
and
Mt. Hood Community College
in cooperation with
Agriculture, Business, Industry, Forestry
and Non-Profit Service Organizations,
with the assistance of
The Oregon State
Department of Employment
sponsored by
The Oregon State Department of
Education-Vocational Education
Section

Vocational Programs at Sandy High School and Specialized program listings at Mt. Hood Community College

| SANDY HIGH SCHOOL CLUSTER PROGRAMS* | MT. HOOD COMMUNITY COLLEGE SPECIALIZED PROGRAMS* | |
|---|---|---|
| **AGRICULTURE AND FORESTRY** | | |
| Agriculture Mechanics | Floristry | |
| Horticulture | Horticulture | |
| Advanced Animal Science | Fisheries Technology | |
| Forestry | Forestry Technology | |
| **BUSINESS AND OFFICE OCCUPATIONS** | | |
| Marketing Occupations | Accounting Clerk | Medical Receptionist |
| | Accounting Technology | Medical Secretary |
| Secretarial Laboratory | Business Management | Administrative Secretary |
| | Word Processing | Legal Secretary |
| Accounting Laboratory | Legal Assistant | Typist-Receptionists |
| | Real Estate | Compressed Clerical |
| | | Transportation and Distribution |
| **ELECTRICITY-ELECTRONICS OCCUPATIONS** | | |
| Electricity-Electronics | Electronic Servicing | Television Production |
| Computer Programming | Electronics Engineering | Radio Production |
| **GRAPHICS OCCUPATIONS** | | |
| Graphics Production | Graphics Technology | |
| Photography | Journalism Arts Technician | |
| **HEALTH CAREERS** | | |
| Medical and Health Careers | Dental Hygiene | Operating Room Technician |
| | Human Service/Mental Health | Physical Therapy Assistant |
| | Nursing Assistant | Respiratory Therapy |
| | Occupational Therapy | Medical Assistant |
| | | Funeral Service Education |

*SEE OTHER SIDE FOR ADDITIONAL VOCATIONAL PROGRAMS

APPLICATION

DATE_____
AGE_____

Name:_____ Type of job wanted: (3 choices)

Address:_____ 1. _____

City:_____ 2. _____

Phone:_____ 3. _____

Social Security Number:_____

Do you have a work permit? Yes___ No___ Length of job: pt. time temp._____
pt. time perm._____
full time temp._____
full time perm._____

Do you have transportation? Yes___ No___

PREVIOUS WORK EXPERIENCE

| Date | Employer | Job Title | Duties |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

## JOB REFERRALS

| Date | Employer | Address | Result | Wage | Hrs. | Est. Length of job |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

## JOB ORDER FORM

Job Title:_____ How to contact: (See in person)_____

Employer:_____ Call for interview_____

Address:_____ When to contact - time:_____

Person to contact:_____ Days of week: M T W TH F S SN

Telephone:_____ Type of dress_____

## JOB INFORMATION

Pay:_____ Day Week Month Duration: Permanent_____ Temp._____

Days of week: M T W TH F S SN Full time:_____ Part time:_____

Hours:_____ Comments:_____

Job Description:_____

_____

Skills or Qualification Required:_____

## STUDENTS REFERRED

| NAME | COMMENTS | DATE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| EDUCATION | WORK EXPERIENCE | REFERENCES |
|---|---|---|
| List: School, address & years attended. | List: Employer, address, supervisor & duties | List: Name, address & phone. Do not use relatives. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Special courses taken: | | Additional courses taken: |
| 1. | | 5. |
| 2. | | 6. |
| 3. | | 7. |
| 4. | | 8. |

REMEMBER:

When you go for an interview:

- ✓ Know something about the company.
- ✓ Know what areas you would like to work in. (specific)
- ✓ Confirm your interview.
- ✓ Be on time.

ADDITIONAL NOTES:

SANDY HIGH SCHOOL
17100 Bluff Rd.
Sandy, Oregon 97055

Name _____

Address _____

Phone: _____

Social Security # _____

Drivers License # _____

JOB APPLICATION
✓ CHECK LIST

APPLICANT: PLEASE LEAVE THIS WITH:

EMPLOYER: _____

CO. NAME: _____

ADDRESS: _____

DATE TO REPORT: _____ TIME: _____

---

To introduce: _____ Phone #: _____

To interview for work as: _____

Referred by: _____ Phone #: _____

Job Order #: _____

---

EMPLOYER: Please note results below and return to SANDY H.S.*

☐ Hired. Began work on _____

☐ Not Hired. Reason: _____

_____

* Career Development Center, 17,100 Bluff Rd. Sandy, Or 97055

## OVER FORTY OFFICES TO SERVE YOU

See your telephone directory for address and telephone number of the nearest office. (Listed as State of Oregon—Employment Division).

ALBANY
ASTORIA
BAKER
BEAVERTON
BEND
BURNS
COOS BAY
CORVALLIS
COTTAGE GROVE
DALLAS
EUGENE
  University Branch
GOLD BEACH
GRANTS PASS
GRESHAM
HERMISTON
HILLSBORO
HOOD RIVER
JOHN DAY
KLAMATH FALLS
LA GRANDE
LAKEVIEW
LEBANON
MADRAS
McMINNVILLE
MEDFORD
MILTON-FREEWATER
NEWPORT
ONTARIO
OREGON CITY
PENDLETON
PORTLAND AREA
  Downtown Portland
  Employer Services
  Hollywood ES
  North Portland
  Northwest Portland
  Portland Manpower
  Portland WIN
  Southeast Portland
  Special Programs
  Unemployment Insurance
PRINEVILLE
REDMOND
ROSEBURG
SALEM
ST. HELENS
THE DALLES
TILLAMOOK

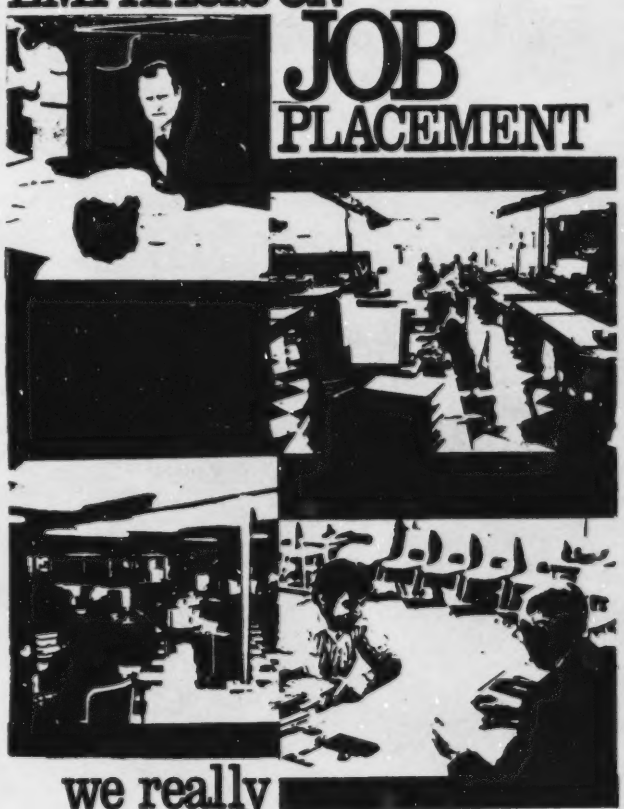
JOB SERVICE
STATE OF OREGON
EMPLOYMENT DIVISION

OREGON STATE EMPLOYMENT SERVICE
100 S.E. CLEVELAND ST. P.O. BOX 569
GRESHAM, OR 97030

STATE OF OREGON
EMPLOYMENT DIVISION
DEPARTMENT OF HUMAN RESOURCES

GRESHAM - 665-3102

# EMPHASIS ON JOB PLACEMENT



## we really fill the job for you

JOB SERVICE
STATE OF OREGON
EMPLOYMENT DIVISION
DEPARTMENT OF HUMAN RESOURCES
ES PUB 51 (1-76)

# EMPLOYERS...

1 WHEN YOU PLACE A JOB ORDER with us we use all our facilities to find you a qualified applicant according to your specifications.

2 IF WE CAN'T FIND an applicant to fit your job specifications exactly, we will call and let you know why. We'll do this by the close of business on the day following the day you place your order.

3 WE'LL ALWAYS CALL YOU REGARDING YOUR JOB ORDER, and let you know our progress toward filling that order.

4 WE WILL NOT REFER APPLICANTS TO YOU WHO DO NOT FIT YOUR EXACT JOB SPECIFICATIONS Without talking to you first and getting your okeh.

5 REMEMBER: YOU MAKE THE FINAL DECISION ON WHOM YOU HIRE. We refer the best qualified applicants to fit the job specifications you give us, abiding by all the equal opportunity laws.

## We want you to be satisfied with our services ... if you are not, we want to know why

**SERVING EMPLOYERS IS OUR BUSINESS . . . here are some of the services available:**

FILL VACANT POSITIONS . . .
Complete Placement Service – Professional Interviewers – Largest Pool of Applicants in Community – Qualified Applicants – Careful Screening – Fast Service – Computerized Job Listings

RECRUIT SKILLED WORKERS . . .
All types, skills, abilities. Local – Regional – National.

PROVIDE EQUAL EMPLOYMENT OPPORTUNITY . . .
By referring qualified applicants for consideration regardless of race, color, religion, sex, age or national origin, mental or physical handicap, meeting Affirmative Action requirements.

TRAIN EMPLOYEES . . .
Various State and Federal Programs designed to assist employers provide on-the-job training.

BETTER USE OF EMPLOYEE SKILLS . . .
Cut training time and cost – lower turnover – select and effectively assign workers – analyze and structure jobs.

LABOR FORCE TRENDS DATA . . .
Reliable, Current, Comprehensive Information on Labor Supply and Demand.

JOB SERVICE